

the

HAKER HEIGHTS HIGH SCHOOL

SHAKERITE

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SPLASH! 16

Raider squad ranks second in city

Hoopsters dominate LEL



BY JOSH LEVY
Front Page Editor

Defense. Strong, powerful and audacious defense.

Moments before the tip off, the Red Raider basketball team huddles around coach Bob Wonson with their hands raised together and shout, "Defense!"

"Our defense creates offense," Wonson said.

The Lake Erie League champion Red Raider defense created 104 points of offense against the Benedictine Bengals Friday night in a decisive 104-65 slaughter in front of a roaring crowd in the boys' gym. The win boosted the Raiders' overall record to 15-1.

The first quarter started slowly. A number of forced shots and confusion with some new presses resulted in a 14-14 tie at the end of the first period.

However, the LEL champs opened up the second quarter against the Bengals with 11 unanswered points launching a 25-14 lead. The Red Raiders, rated second in the city by The Plain Dealer, went on to score 90 points in the second, third and fourth quarters.

"We were giving up a few lay-ups, early in the game. But you have to give up a few lay-ups to set the tempo of the game," Wonson said. "We speed up the game. I think we are an exciting team to watch."

Stealing and drilling the ball from outside, senior point guard Vada Burnett (14 points, 5 rebounds, 5 assists) took part in the excitement with 10 second period points, including two three-pointers. Crashing the boards on the inside, 6-2 freshman center Malcom Sims nicely complemented Burnett's speed by collecting eight rebounds and 10 points. Senior forward Derek White glided down the floor adding 12 points. This intensity underneath allowed the Red Raiders to set their quick tempo.

With the game basically sealed 78-43 at the end of the third period, coach Wonson cleared his bench. Shaker displayed its great depth, as its bench poured in 51 points.

B

OXED OUT! Senior guards Vada Burnett and Phil Hughey are in position to grab the rebound in Shaker's victory over Parma. At 16-1, the Red Raider basketball team is LEL champion and rated second in the city by The Plain Dealer. Shaker posts up against Cleveland Heights tomorrow.

PHOTO BY EVAN WEINSTEIN

The bench was lead by junior forward Rufus Orr. Orr hammered in seven rebounds, two blocked shots and 12 points including a tomahawk slam off a give from senior guard Rod Isha (11 points and two assists). Senior guard Mike Matthews put in 11 points off the bench.

Burnett credits the team's overwhelming success to coach Wonson.

"[Wonson] is the best coach I ever had. He is the cause of all this," Burnett said.

Wonson believes Shaker's outstanding performance is due to the hard work and determination of the players.

"We have a great team because we play with great effort. They are self-motivated people. They have a great work ethic," Wonson said. "These kids have a goal, a mission."

The Red Raiders have already fulfilled their first goal of winning the LEL, but their "mission" has not been completed, yet.

Wonson would like to see the team end the season with one loss and break the record for the most victories in one season (17). Shaker's only defeat was a 73-64 loss to St. Edwards. He also wants the team to go undefeated in the LEL.

"When you can say you are undefeated in the best basketball league in town, you are making a claim," Wonson said.

The Red Raiders are 11-0 in the LEL and will finish their tour of the LEL when rival Cleveland Heights comes into Shaker's gym tomorrow.

The team would also like to redeem their heart-breaking first round loss in last year's state tournament, but it will not be easy.

According to Wonson, the sectional at Maple Heights is the toughest in Greater Cleveland. The tournament begins Monday, Feb. 20, and will last for two weeks. No Shaker team has ever advanced as far as the regional.

"I do not feel we are the favorites, but we have a chance to reach the final 16. After that, anything can happen," Wonson said. "Once you get to the dance, someone might dance with you. If you do not get to the dance, no one will dance with you."

BY JOSH LEVY
Front Page Editor

With 35 percent of the English students enrolled in level four or five classes, the English department has more students enrolled in level four and five classes than any other high school department. According to English department head Dr. William Newby, many of these students in the upper level classes are not ready to handle the academic challenge of those courses.

Newby said that it would be more appropriate if half of the present level four and five students were choosing level three classes, where they would receive the kind of instruction and assignments appropriate to their needs.

"Level three is a college preparatory curriculum which has prepared kids for decades. I think they would be more prepared for everything. They would probably receive better letter grades than they currently are," Newby said. "And I think they would feel better about themselves."

Newby said that last year, for the first time, the English department wrote letters to students recommending which class level to take. He added that the department will continue to write these letters this year.

"We hope these recommendations will be given considerable weight when deciding what classes to take next year," Newby said.

The administration does not give the English department the authority to enforce these recommendations.

Newby's studies of the students' achievement in English classes for the first quarter of the '88-'89 school year prove that the recommendations were accurate. According to these studies, students who were recommended to be in the upper level classes and enrolled in them, on the average, earned a 'B'. Students who enrolled in level four and five classes but were recommended to be in a level three class, on the average, received a 'C'.

"Level three is more on my level and it was recommended for me," freshman Elecia Norman said.

Several students have credited the students' attraction to the upper level classes to the positive environment.

"Level three classes can be a zoo," senior Merritt Richmond said. "They are overloaded with busy work."

"Teachers seem to trust you more in an A.P. class," senior Wendy Edelberg said. "They believe you have something to say deep down in there."

COMING TO AMERICA

Fourteen Japanese students from Shaker's sister school, Takatori High School in Nara Prefecture, will be leaving a land of rice patties and chopsticks when they travel to Shaker and Beachwood in early March.

For three weeks, the Japanese visitors will live with students who are enrolled in the Area Studies Japan class. This class focuses on Japanese literature, history and culture and is taught by social studies department head Terry Pollack and English department head Dr. William Newby. The Japanese students will tour New York City and Washington, D.C. before coming to Cleveland.

SHAPE UP!

Teachers and administrators are participating in new programs to get in shape offered by the Wellness Committee.

The Wellness Committee is comprised of athletic activities or presentations to help the employees of the school district.

The committee distributes a monthly news letter, the Wellness Connection, to Shaker employees.

According to the November issue, the newsletter contains information about trends on wellness issues like physical fitness, good nutrition, exercise, stress management, smoking and misuse of drugs and alcohol.

The programs began on Dec. 5. Some of the programs are aquacise, weight watchers presentations, jogging, swimming, body toning and volleyball.

Assistant Principal Desadre Lawson participates in body toning.

"I participate...because it gives me a stronger level of endurance and I'm not conscious of exhaustion. Also it's fun because I can interact with the staff and faculty outside of a formal setting," said Lawson.

SAT'S TRIAL TEST

In addition to taking the Scholastic Aptitude Test [SAT] on March 11, students will have the option of participating in a special study to improve the SAT.

Students participating in the study will arrive at the usual time, but will take the trial portion first.

The experimental section consists of authentic SAT questions and takes the same amount of time as a section of the SAT.

The scores from the study do not influence SAT scores and are not reported to the students, Shaker or colleges.

After completing the test, students are re-

Area studies Japan class to welcome foreign students

the BRIEFS
SHAKERITE

THE GIFT OF LIFE.

Students are not the only ones giving blood. [left] Assistant principal Robert Mohney trembles as a Red Cross nurse drains a pint of blood from his arm on Jan. 12. Senior Michael Rone [below] carefully inspects the process. According to activities director David Dugovics, there were approximately 103 pints of blood donated by both the students and the teachers. The bloodmobile visited Shaker earlier this year.

PHOTOS BY EVAN WEINSTEIN

warded with a five dollar coupon to reduce the test fee and an additional score report sent to a college. They may also receive College Board publications at a discount.

FRESHMEN MAKE DEBUT

"Noah," the ninth-grade theater production, focuses on the trials and tribulations of the famous sailor, although it will remain a non-religious fantasy.

Title character Chris Hunter and Jennifer Rubins, who plays Mama, will lead the play under drama teacher Janice Matteuci's direction.

The play opens on Feb. 23 and will be performed for three nights. Tickets for the 8 p.m. show will cost \$3 for students and \$4 for adults.

TEACHERS NEGOTIATE

After months of negotiating, the Board of Education and the Shaker Heights Teachers Association [SHTA] settled on a three-year contract based on the advisory panel's contract recommendations.

The new contract calls for teachers to obtain a four percent pay raise during each of the three years of the contract. The board will continue to pay 100 percent of the teachers' health premiums. The association's proposal for a retirement buy-out program was not included in the new contract.

According to Superintendent Mark Freeman, other improvements in the contract consist of the use of generic prescription drugs when available and an avoidance of duplication of major medical coverage for employees who belong to Health Maintenance Organization.

Freeman added that the new contract states clearer guidelines for employee transfers.

LAUDE TO LATIN WEEK

beginning in late February. Activities include a chariot race, a bake sale and a toga contest. The entire student body is welcome to participate or view all the events.

APOLOGIES, APOLOGIES

The Shakerite incorrectly labeled science teacher Rod McLeod as a cave dweller in the December 15 issue. A "spelunker" is a person who explores caves for the purpose of expanding their knowledge of speleology, which is the study of caves, according to McLeod. A "troglodyte" is a cave dweller.

Apologies also go to Coleman Burditt. Burditt's cartoons for the teacher quiz page were incorrectly attributed to another Shakerite artist, Oliver Dalzell.

—FROM STAFF REPORTS—

Martin Luther King competition sparks 'peace, brotherhood'

King is revived through students' song and dance performances that demonstrated a 'hope for tomorrow'

BY VIJAY SHAW
Staff Reporter

Celebrating the life of Martin Luther King, the International Folk Dance Club sponsored a performing arts competition on Jan. 8 in the large auditorium.

Foreign language teacher Edna Duffy, director and coordinator of the event, said that the competition is the most appropriate way to honor King.

"Martin Luther King led by example because peace, love and brotherhood were the credos he followed in his daily life...Therefore, it is fitting that we honor his memory through the performing arts...because it engages the mind," Duffy said.

Many of the students had personal reasons

for their entry selections. Senior Charles Reese, second place winner for his saxophone instrumental of "Amazing Grace," which was one of King's favorite songs, elaborated on the emotional meaning of the piece.

"Amazing Grace was a testimony for me. I felt that the best way I could express my feelings about this disturbed society was to play a song of hope for tomorrow," he said.

Junior Veronica Valenzuela's performance of a Spanish folk dance of celebration was a reminder that King was in fact a citizen of the world. Duffy cited that King won the Nobel Peace Prize for his efforts to achieve peace between U.S. and Vietnam.

Valenzuela's performance was "an example of the influence that Martin Luther King has had all over the world," she said.

Some of the artists felt that this was more than just an "ordinary competition, as the spectacle was capped off with an ensemble rendition of "Put a Little Love In Your Heart." Senior Lashandra Newton, second place winner for her vocal performance of a gospel medley, was only one of many who sensed the show's uniqueness and importance.

"The thing that appealed to me most was the friendliness everyone showed to each other. Although it was a competition, and we all were competing against each other in certain categories, we gave each other support and encouragement...It reflected fulfillment of [Martin Luther King's] dream. Everyone showed that love, peace and brotherhood was not just a dream but reality," she said.

Performers competed in categories of vo-

cal, oratory, instrumental and dance. Under the title "Reaching for the Mountain Top," the themes of the performances were tied into King's ideas and philosophies. High school students from Warrensville Hts., Hawken, Brush and John Adams also participated in the event. Shaker swept most prizes in the categories. First prizes were awarded to Veronica Valenzuela, dance; Seth Conally, instrumental; Dionne Buress, oratory and Yolanda Taylor, dance. Lashandra Newton, vocal; Charles Reese, instrumental and Veronica True, oratory, all won second place. Third place went to Sonya Taylor, oratory; Veronica Valenzuela, instrumental and Sara Corpew, vocal.

Some of the artists who participated in the Martin Luther King Performing Arts Competition performed in a school assembly Feb. 8.

Board hires surveyor for \$15,000

BY STEPHEN LEE
Staff Reporter

The board of education hired a Cleveland based market research firm for \$15,000 to uncover community attitudes toward the district.

Decision Research Corporation, which has previously done work for the Lake Metroparks, the Cuyahoga Board of Mental Health and the Berea and Chagrin Falls school districts, oversaw a telephone survey of 400 registered voters in Shaker Heights.

The basic purpose of the survey was to examine voters' perceptions of the quality of education, to measure community support for an additional nine mill operating levy and a possible \$5 million bond issue and to determine the level of information voters have of the school system.

According to a report prepared by DRC, the Shaker Schools received "very good quality of education ratings both overall and on specific issues." 91 percent of the voters rated the quality of education excellent or good. However, the schools' excellent rating has slightly decreased from 1986, when a similar poll was taken.

On specific educational issues, voters rated college preparation and teacher competence very high, but indicated that more public information is needed concerning programs provided for underachievers, students with learning disabilities and drug and alcohol users.

Regarding nine mill additional levy for operating expenses, 53 percent of the voters said they would vote for it, while 33 percent would vote against it. 14 percent were undecided, but 8 percent were leaning toward supporting the levy.

The report indicates that the primary reason for voting against the additional operating levy is

the perceived lack of need for additional money. DRC predicts that the levy has a good chance of passing, but stresses the importance of an effective campaign, offering several suggestions to the school board.

"First and foremost, the voters must be told why the schools need the additional money. Along with this, the actions that the board and administration have taken to save the school's money and how the money from the levy must be outlined," the report stated.

DRC found that voters would be more likely to vote for the levy if a citizens group were established to overcome the perceived lack of need.

Another factor listed in the report is that a possible state income tax increase for local school districts in Ohio might have a negative impact on the operating levy if both issues were on the ballot at the same time.

Sixty-one percent of voters would support a \$5 million bond issue for repairs and improvements, the strongest argument being "no increase in taxes," according to DCI.

"If the bond issue for the Shaker Heights Schools were placed on the ballot today, it would, in all likelihood, be approved," said the report. "But, there is a danger of being over confident of the success of the issue. The key to passing the bond issue is to maintain its current level of support."

The voters indicated that the best specific uses of the money would be to renovate elementary school classrooms, to replace the high school gymnasium and to improve sports facilities.

As a whole, DRC found that the schools have been more successful at impacting the voters with information than they were in 1986.

'Duffy ensemble' performs downtown in commemoration of Martin Luther King

BY LISALA PEERY
Staff Reporter

In commemoration of Dr. Martin Luther King Jr.'s birthday, the Duffy Liturgical Ensemble performed Jan. 15 at St. John's Cathedral.

Entitled "We Hunger Still," the program was racially integrated, both in the performers as well as the audience, according to foreign language teacher Edna Duffy. It included performances by senior Phylene Barker, Shaker graduate Keely Minter and math teacher Anthony Smith. Duffy performed a solo song and dance of "Go Down Moses."

"We need to remember what [Martin Luther King] has done, but we also need to look around and see what we have done to help the hungry, the naked," said Duffy.

This year's program was Reverend J-Glenn Murray's idea. Although the Jan. 15 program was the first commemoration Shaker has organized for King, Duffy said that future programs have been planned.

According to guidance counselor Kenneth Looney, the purpose of the program was not to inform people, because the facts were familiar. He was, however, "impressed with the way it was presented."

ACT alters format to comply with changes in education

BY STACY SCHLEIN
Staff Reporter

The American College Testing Program plans to use a new format for the ACT in October due to changes in education over the past 30 years.

Every year over one million students across America take the ACT to find out their educational advancement in natural science, social studies, mathematics and English. The purpose of the exam is to aid in predicting college admissions, educational and vocational planning, academic advising, scholarship programs, recruitment and retention, according to guidance counselor Allen Grigsby.

The test has been of the same format since 1959 and the eight years of reorganization will

emphasize a wider range of mathematical and abstract reading skills.

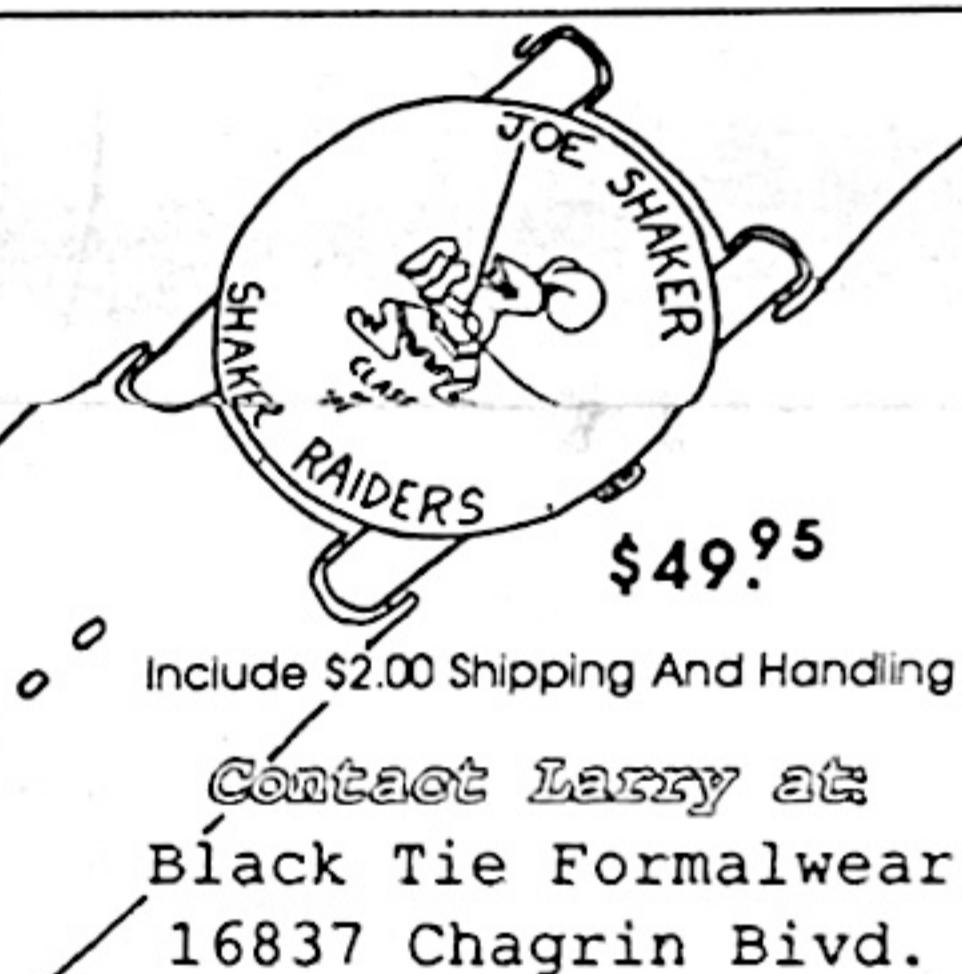
"As of now, it is impossible to make any predictions because I have not seen [the new ACT]. Yet I am confident, because of the quality of education the Shaker students are getting, that they will perform well on any test designed," Grigsby said.

One major difference, according to Grigsby, are the scores. There will be 12 scores instead of the usual five, a majority of which will be math scores.

In total, the new ACT will consist of the following:

- English Test-75 items/45 min.
- Mathematics Test-60 items/60 min.
- Reading Test-40 items/35 min.
- Science Reasoning Test-40 items/35

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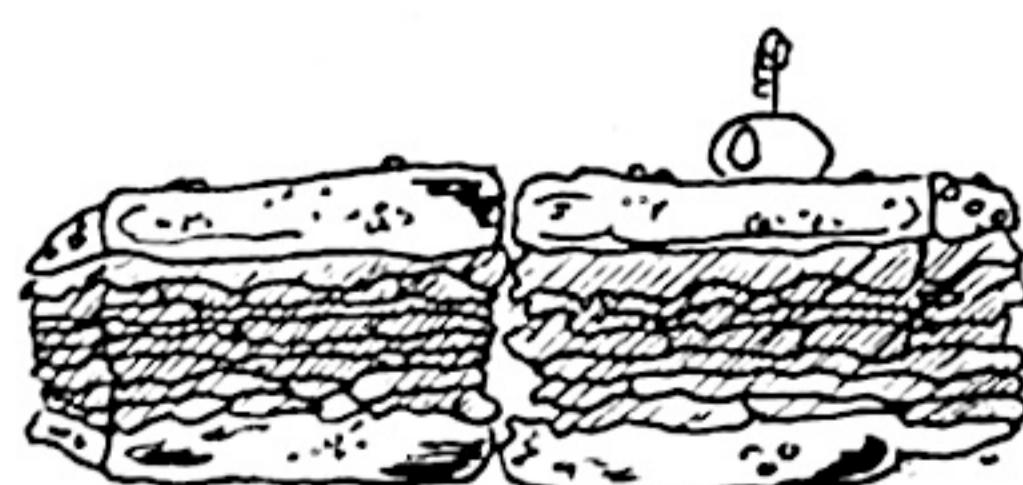
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New levels need to be added

The leveling system in Shaker allows people to take classes at their own ability. Level three is supposedly for the "average" student, level four for the "honors" student, two for the student who needs an extra boost and five for the student who needs an extra challenge. More often than not, however, the class' pace is determined not by the level accorded it but by the students composing it. For this reason, it is necessary that Shaker not only maintain the full range of leveling for each subject offered, but expand it as well.

Since there is no level four English, students must enroll in either level three or level five English classes. By placing people who are "honors" English students in a level three class, the teacher is drawn away from meeting the needs of the "average" English students. By placing people who are "honors" English students into level five classes, those classes are bastardized and no longer serve as a challenge to students who need it.

the RITE IDEA

SHAKERITE

Teachers, especially in English but in other departments as well, have often complained that there are people in level five classes who simply do not belong. These people do not take level three English because they are not level three students, but they are not level five students either. To satisfy their parents, they often take the higher level and the lower grade.

More diversity in leveling needs to be created. For example, level four upperclassmen English and level five chemistry should be offered. The mathematics track, which after tenth grade offers levels two through five, serves the needs of math students very well. Other subjects need to follow that example. There would not be a problem with teachers or class numbers, as the number of students would not change.

The high school offers a program planning guide with a large number of courses. Perhaps it needs to be expanded.

CHEERS AND JEERS

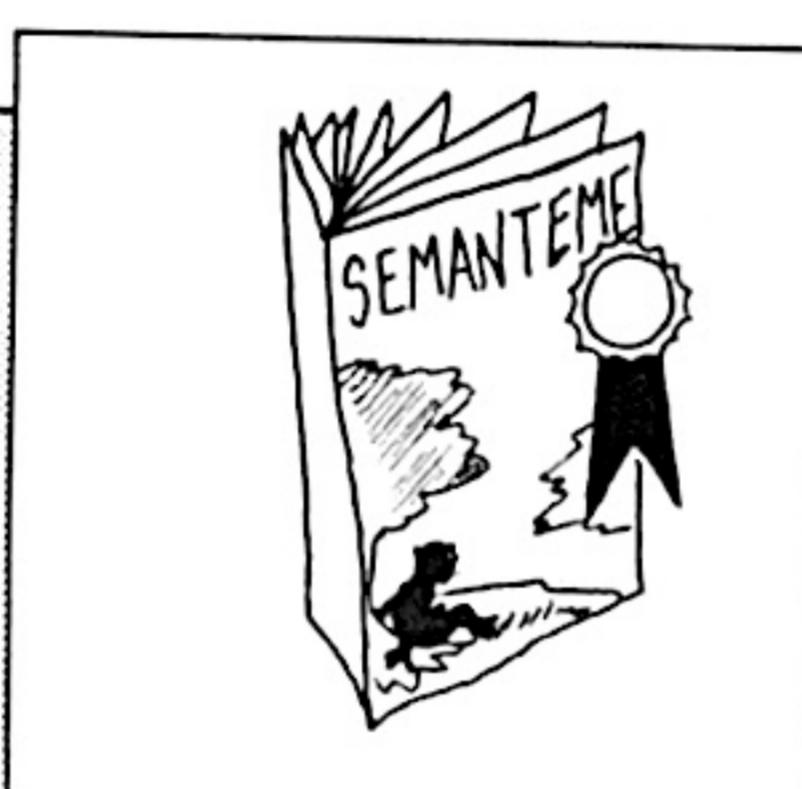
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CHEERS—to sophomore Mark Freiman, who has been selected as a member of the Ohio Jazz Youth Orchestra.

JEERS—to the indecisiveness of Ohioan groundhogs. Unfortunately, there seems to be some dissent as to whether to show their shadows; some did and some didn't. We'll have to see for ourselves how long winter will last.

CHEERS—to Beth Biles-Johnson, English teacher, her husband Wayne and their newborn baby, Nevin Edward Johnson, born Jan. 4, 1989, at 1:32 pm.

CHEERS—to Jeffrey Lewis, head guidance counselor, his wife Karen and their newborn baby, Patrick James Lewis, born Jan. 4, 1989, at 7:49 pm.



CHEERS—to Semanteme, Shaker's literary magazine received a "First Place Award" from the American Scholastic Press Association.

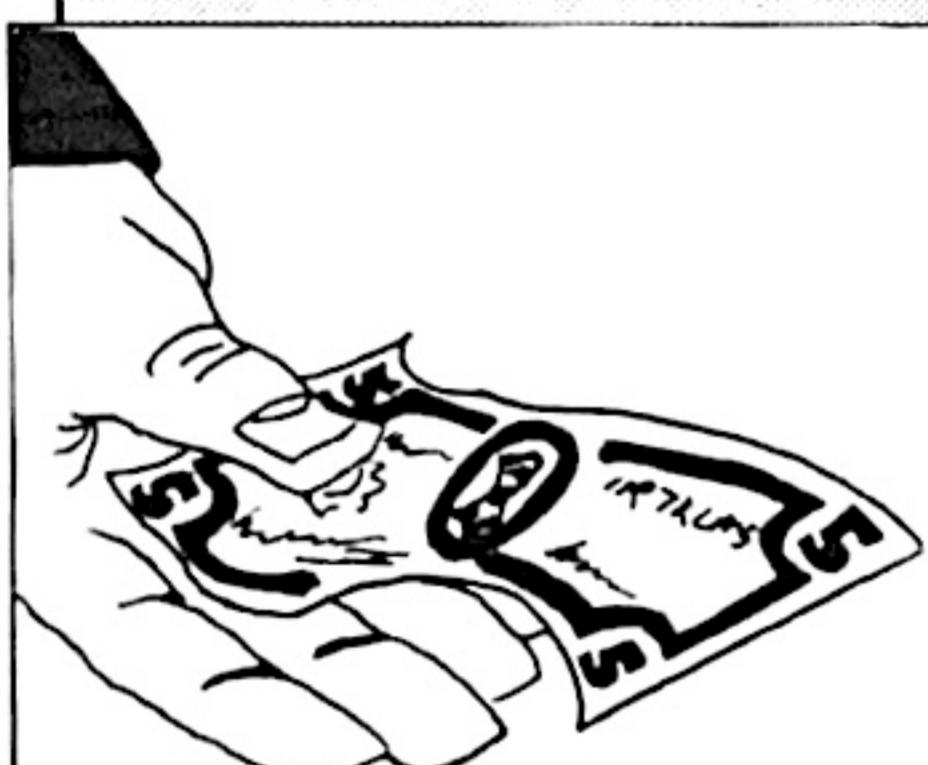
CHEERS—to juniors Jean-Paul Olynyk and Chris Fawcett, seniors Michelle Stevens and Thomas Williams, seniors Shana Methur and Kristin Milano, and sophomores Ben Leis and Megan Mayhugh of the speech and debate team on qualifying for the State tournament.

CHEERS—to sole muckraker Ralph Nader. Without him we'd all be flying through our windshields and obviously eating cockroaches in our food.

JEERS—to Oprah, Phil, Geraldo, A Current Affair, Divorce Court, et al. Not only is the sensationalism disgusting, but we'd appreciate something bearable to watch after school.

JEERS—to the admission price of the Talent Show. Come on, \$5?

CHEERS—and more cheers to second semester seniors and senior project. (Only 58 more school days left!)



SHAKERITE ARTWORK BY RICK SMITH

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the SHAKERITE

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- Class A all-newspaper Golden Flash Award Winner

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Quality requires student input on teachers

PERSPECTIVE

SHAKERITE

BY AUSTIN RATNER
Opinion Editor

Not all students have the foresight at high school age to know what is good for them educationally. However, student input is vital for the maintenance of a comprehensively effective and superior educational system. Unfortunately, the essential role of the student in his own education has withered.

Because of the generalization that students do not yet possess the wisdom to understand the virtues of education or to understand what sort of standards are reasonable in the educating process, the student's opinion is often belittled and ignored. And yet the process of teaching revolves around the student.

A teacher's success can be measured by no better criteria than the degree to which the stu-

dent has advanced, has learned or has been enriched. Administrative evaluation may serve to maintain some standard of performance for teachers, however the student is probably the most valuable judge of a teacher and his success in performing his role.

There exists no provision for reception of student evaluation, except in isolated situations, not conducive to change, not convincing or credible.

In every school, problems with teachers do arise: a teacher may begin to wane in effort or demand unreasonable standards, perhaps unwittingly. Isolated feedback from students in the form of personal complaints and anecdotes does not serve to alert the administration to such problems, nor do periodic, anticipated observations of the teacher.

Truly the best evaluation is the input of a great many students in an organized and serious manner.

This does not require a major alteration of student, teacher and administrative roles or the

incorporation of the student into the higher power-structure of the school. All that is necessary is the creation of a functional, representative student group which might draw from the general consensus and offer student evaluation of teachers. This evaluation can be on the basis of a reasonable set of standards for the teacher, to be resolved beforehand by the student group and approved by the administration.

The representative group could then present a "teacher review" of each teacher on the basis of these standards, each quarter or semester. Findings of the group would be based on large-scale consensus and agreement of students, not on isolated incidents and unique opinions.

Perhaps the student council, a body of unknown purpose, could assume this important role—important for the maintenance of a solid educational system in general. The student might now influence the administration for the changing of a situation which is not necessary, legitimate or satisfactory for the student's learning and education.

Members of the council would campaign, speak in front of their peers and be elected to a representative and functional post. The council would be advised by an administrator in much the same manner that the school newspaper is advised. The council members would supervise an information network, representing the opinion of every student on every teacher, concerning the pre-determined criteria and standards.

The findings of this council (perhaps confidential) would be submitted to the administration with the understanding that the entire report would be considered, and if necessary, acted upon. The council would serve to strengthen the teacher/student relationship, providing a channel for constructive feedback and change.

The recommended council for student evaluation of and input concerning the performance of their teachers would serve only to facilitate and better the educational process, to serve the needed function of representation of the student, the integral component of the learning and teaching process.

Just say no to legalization

BY CARYN MARKUS
Feature Editor

The picture seems inconceivable: neat little packets of marijuana, coke and even heroin nestling against the vitamins at the neighborhood drugstore, selling at a low government-set price with a guarantee of purity. This was how the May 30, 1988, issue of *Time* described the scenario if drugs were to be made legal. A bit far-fetched? Probably, but it does force you to think about the situation.

The advocates for legalizing drugs, editor of *The Nation* magazine, columnist William F. Buckley and economist Milton Friedman among them, defend their view with the notion that legalized drugs would limit the scale of the problems they cause. They believe that by making drugs a criminal matter our society has, in fact, made the problem worse. Criminologist Georgette Bennett said that if we were to decriminalize drugs, only a massive public health problem would be on our hands, rather than a massive crime problem, a massive corruption problem and a massive foreign-policy problem. Terrific. Half our nation could be addicted to drugs or dead from overdose but at least we'll be on better terms with the Columbians.

Other reasons given for legalization are that the tax government could place on the sale of drugs could be used to finance treatment of drug addicts and a more ambitious program to prevent drug and alcohol abuse, and the fact that alcohol and tobacco are legal while other drugs are not, sends the wrong message to the young. How ironic. Isn't that exactly what we would be doing if drugs were made legal—educational facilities financed by the sale of drugs teaching children not to use those drugs. As the head of the Drug Enforcement Administration said, "Drugs are not bad because they're illegal. They're illegal because they're bad."

The argument for legalization depends on the fact that drugs are dangerous and that therefore the vast majority of Americans will not use them or become addicted. This argument is not only optimistic, it is unrealistic. As a rule children are tempted to do things they have been told not to. If drugs were to be made legal there is no assurance as to how many Americans would use them or how many would then become addicted.

Currently, according to federal estimates,

there are five to six million regular cocaine users, more than half a million heroin users and at least 18 million pot smokers. About 2.5 million Americans are addicted to heroin or cocaine. Dr. Robert DuPont, the former head of the National Institute on Drug Abuse, argues that the potential market for legal drugs can be compared to the number of Americans who now use alcohol—145 million persons—and that up to 50 million Americans would eventually use cocaine. If DuPont is right and if the ratio of addicts to nonaddicted users remains the same as it is now—approximately one to five—it is plausible to expect an addicted population of 10 million persons.

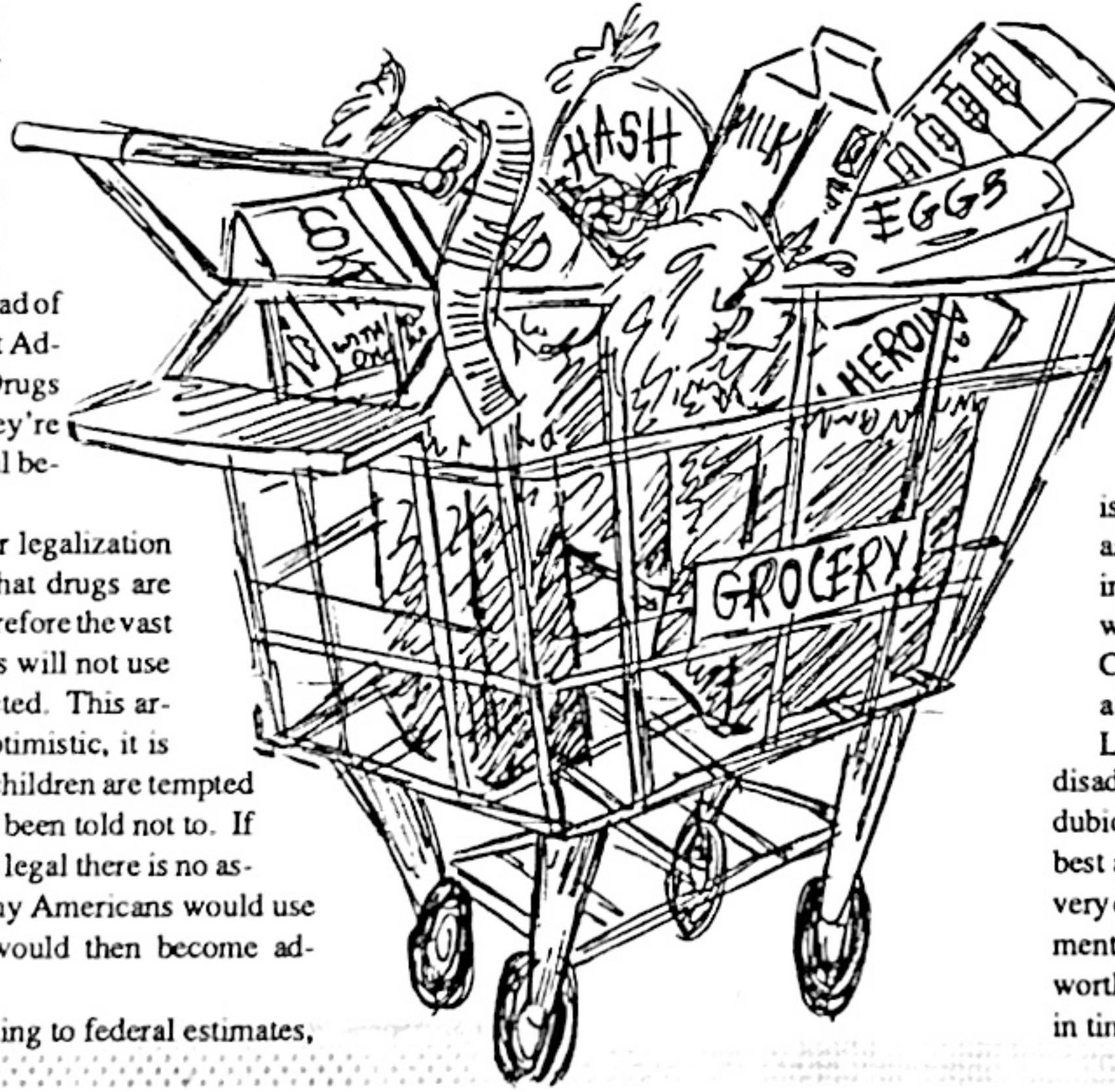
Most of the people in favor of legalization admit that the number of drug users and abusers will dramatically increase, but they are willing to sacrifice this fact because of the drop in crime they believe will occur. It's a nice thought, guys. Too bad you're mistaken.

There will always be a black market, unless of course, the government is planning to allow users to purchase unlimited quantities of drugs anonymously. As *Time* magazine concluded, drug abuse, even at legal prices would require money; few addicts could hold regular jobs; and many would thus continue to steal or prostitute themselves for drug money.

Another kind of crime could actually increase with the number of addicts: "crimes committed by those whose minds are fuddled and emotions inflamed by drugs," *Time* said. "These drugs cause crime. PCP makes people crazy. Cocaine makes

people paranoid...Highway accidents, family violence, spouse abuse, child abuse, incest will all increase."

In all this, I have not even begun to address the moral issue concerning legalized drugs. Putting all the pros and cons of the issue aside, how can we as a society justify making drugs legal? What would be our reason? Certainly it would not be a law to protect or help us. Legalization's obvious disadvantages outweigh its dubious advantages. It is at best a high-stakes gamble, a very dangerous social experiment that is definitely not worth the risks at this point in time.

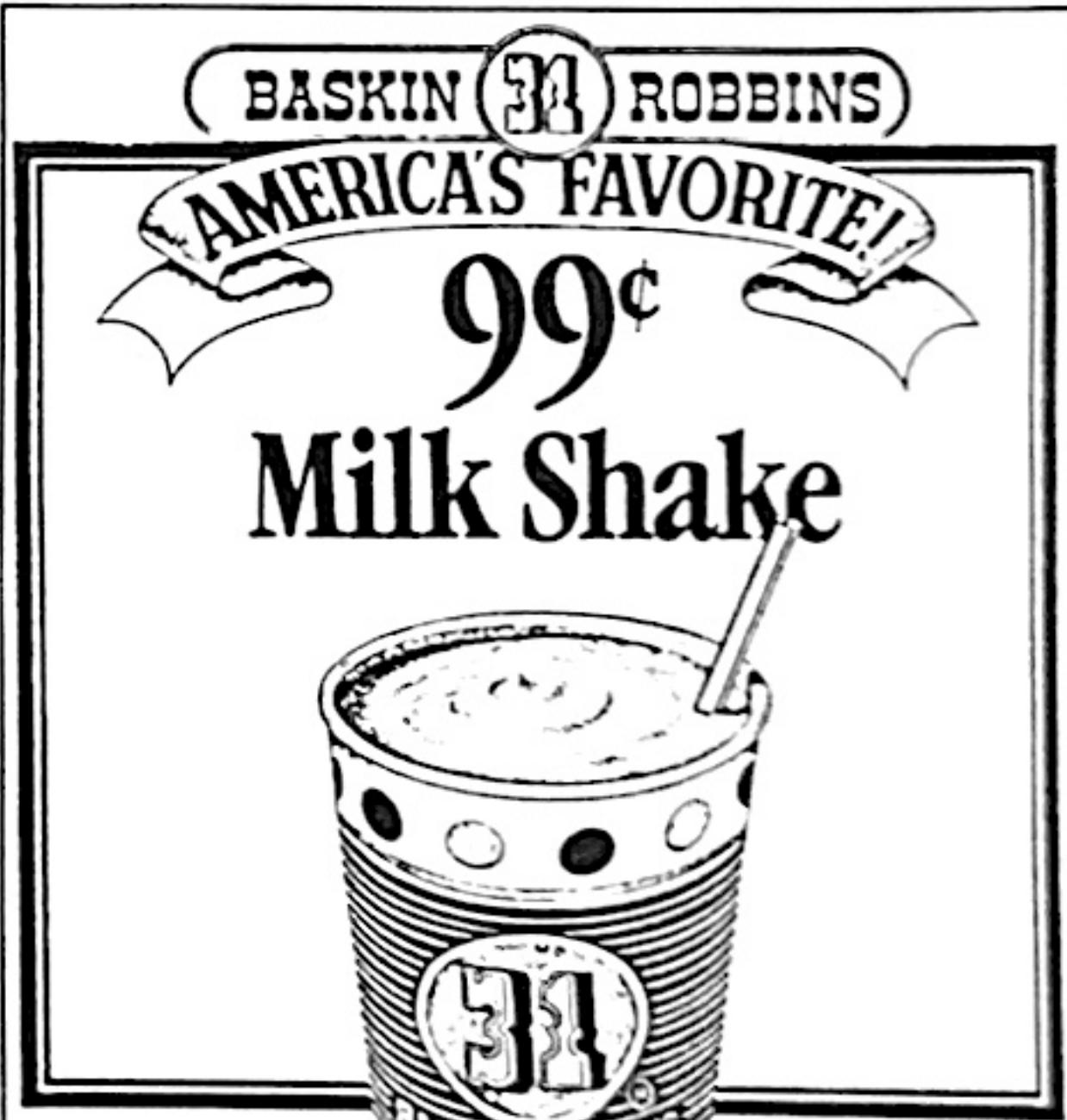


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How far will teens go for a good time?

SADD informs students of the hazards associated with driving drunk, a scene quite familiar at parties, according to some teens

BY KRISTI GOBEL
Staff Reporter

Driving while intoxicated kills 14 teenagers each day. It is the number one killer among teenagers.

Students Against Drunk Driving (SADD) involves itself with the students by

"Not everyone needs to be arrested. Sometimes calling parents is enough."
— Mike Hudson

driving while intoxicated varies from two or three per week to as many as seven, according to officer Mike Hudson.

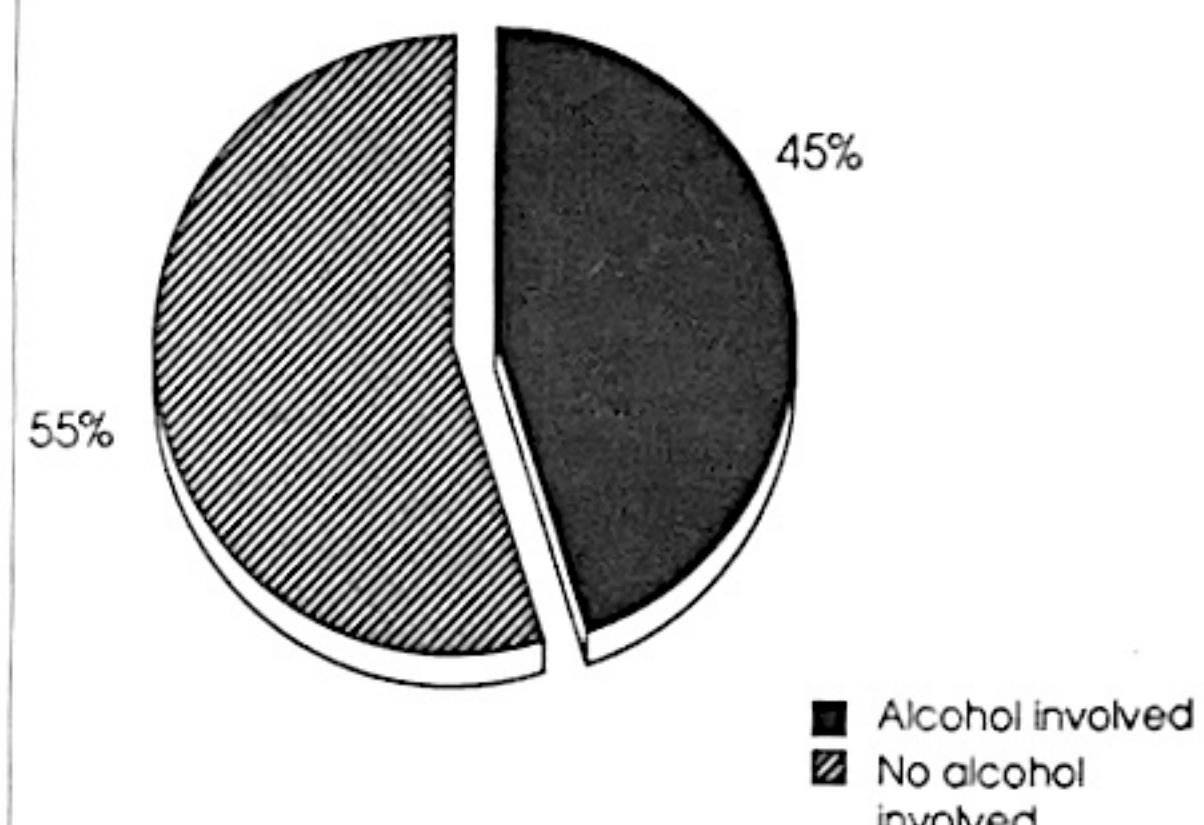
"It's going to fluctuate. Obviously it is going to be higher around the holidays and in the summer," said Hudson.

Juvenile officer Thomas J. Gray attributed the low number of arrests to the lack of night life and nearby highways.

"Not everyone needs to be arrested. Sometimes calling parents at 1 in the morning and telling them to pick up their kid is enough. It lets them see exactly what is going on," said Hudson.

"Freshmen don't seem to see their place because they don't drive. I don't agree with that," said Lawrence.

Percentage of car accidents involving alcohol in Ohio in 1987 (total crashes: 1,588).



Fourth Amendment: Are police infringing on teenagers' Constitutional rights?

BY VARUNI KONDAGUNTA
Staff Reporter

It's Friday night. The long awaited weekend is finally here and it's time to celebrate. What started out as a few close friends turns into a drunken bash with plenty of unfamiliar faces. Suddenly a spot light floods into the house and everyone dives to the floor...

According to juvenile coordinator at the Shaker Heights Police Department Thomas J. Gray, at least three Shaker parties like this one are raided by the police every weekend.

Gray said that when an officer requests to enter a party, juveniles often bring up the question of their rights to privacy and sometimes vote on whether or not they should allow the officer to come in.

"Everyone was coming up to me and telling me not to let the police into the house no matter what," said an anonymous junior whose party was broken up by the police.

One angry Shaker student recounts a party where officers outstated in not ~~unlawfully and unlawfully entered~~ friend's house uninvited. They ordered everyone to leave and later called the girl's parents and further harassed them. The students considered this a violation of their constitutional rights. According to other Shaker students,

however, police officers are usually firm but lenient when dealing with parties, and in most cases, respect the rights of juveniles.

"They were really nice. I asked them if I could have a few minutes to clear everyone out and they agreed," said a junior whose party was raided.

If the homeowner consents to the entrance of an official, all rights of privacy stipulated in the Fourth Amendment have been waived. The Fourth Amendment states, "The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated..."

One night several weeks ago, a teenager giving a party flagged down a police cruiser in desperate need of help in controlling the people at her house. In this instance, the police have all

rights to enter as all rights of privacy have been yielded.

Shaker students do have some concern about their individual rights and whether or not they are being violated when police make illegal entrances.

"They have to show me something before they can come in my house. They have to show me a search warrant," said sophomore Trey Watson.

According to Gray, police officers undergo ~~several hours of training dealing with constitutional law and other legal matters. Memos containing recent changes or any new legalities are distributed as they are received.~~

If the policeman has "probable cause" to believe that a crime is being committed, then he can justify entry without a warrant, according to

CWRU Constitutional law professor, Dr. Edward Mearns.

"If someone is drinking and hides something behind the couch when they see us, then we can go in and look around. We can't search the house," said Gray.

Police officers learn about parties through neighbor complaints, or through school administrators. According to Ohio Revised Code 2933.02, complaints can justify a warrant. But as officers visibly see or hear parties on the scene, they may have just cause to act without the warrant. According to the Plain View Act, an officer who, with a reasonable cause for being present, sees a criminal offense, can act upon it. According to Gray, a teenager visibly intoxicated would be dealt with as if seen drinking, but someone who was just standing next to a beer can would not be confronted.

"If they see a party rolling out into the yard and street, or they hear party noises, or see someone drunk coming out of the house, it is possible for the policeman to approach the home and ask what is going on," Mearns explained. Police procedure at this time would be to stop, identify the situation and possibly charge the teenagers.

"There is balance in the Fourth Amendment," said Mearns. "It protects privacy in the home, but will also protect the law. If someone challenges in court, police would have to say they had facts that a reasonable person could believe ~~there was a violation of their constitutional rights. The Fourth Amendment can't be used as a cover to commit a crime but it cannot uphold any unreasonable search and seizure. You can't stand there and say 'Ha-Ha, I'm committing a crime in my house and you can't catch me.' But it's not black and white; it's a judgement point."~~



PHOTO BY EVAN WEINSTEIN

ARE THE POLICE TAKING ADVANTAGE?

Aaron Henry (junior)—"The police are not really violating our rights. To a certain extent, it is their job to protect us and decide what can or can't happen."

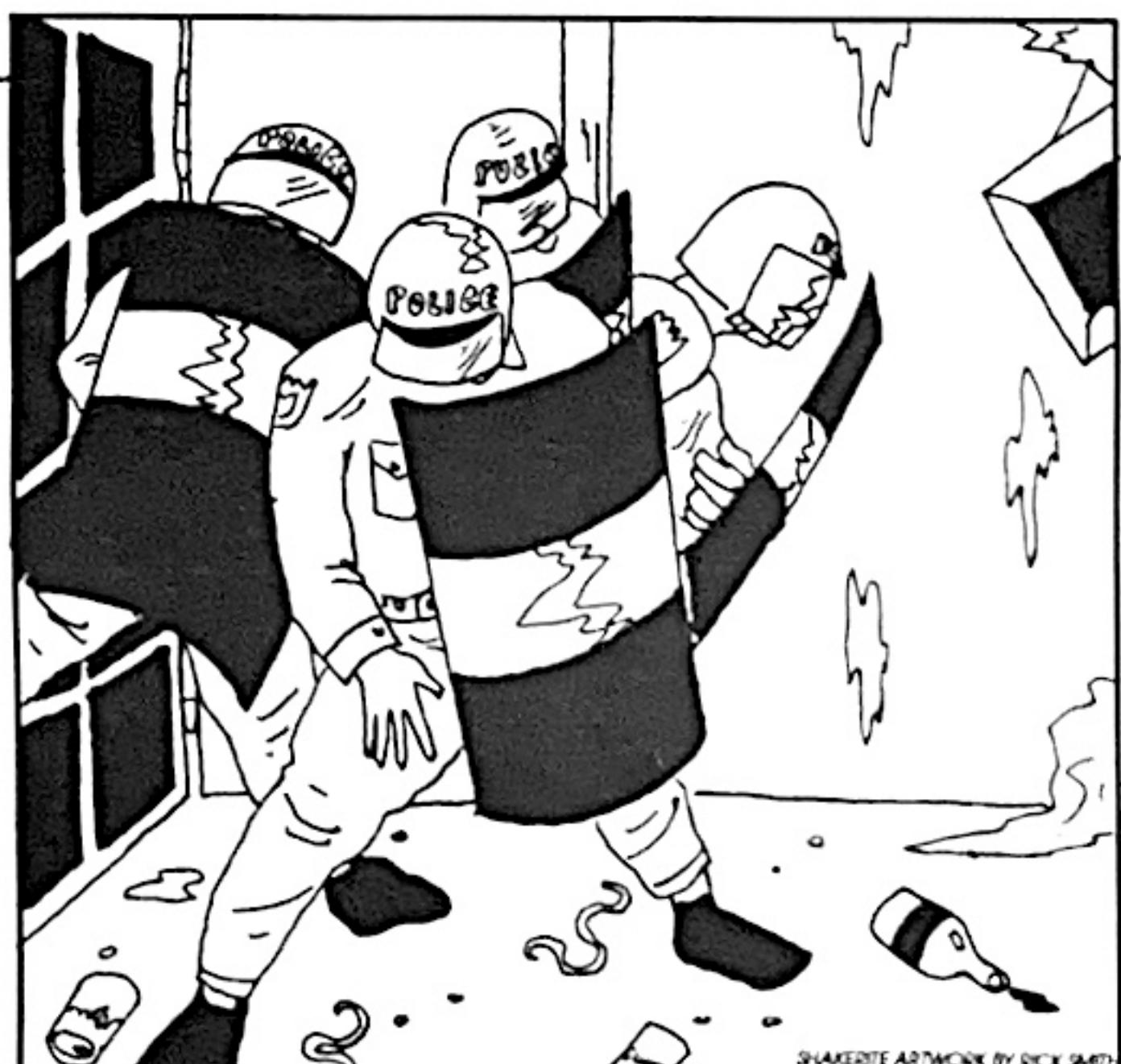
Kristin Milano (senior)—"They are violating the fourth amendment. If a party is taking place on private property, [the police] have no right to break it up unless they are certain that a crime is being committed. It is a little presumptuous to assume illegal things just because there are a lot of cars and teenagers."

Jamie Joseph (senior)—"Yes, they are infringing on our rights. [The police] have a right to come in and find out what is going on only if they are asked to. They take advantage because they know it is a kid's party. You never see them stop at adult parties."

Noel Alexander (senior)—"If neighbors want it quiet, I can understand why the police have to break a party up. They have a right to do so only if it is noisy and there is obvious alcohol. If the party is kept quiet and manageable, they have no right to enter. Only if it is infringing on other people's rights, like neighbor's rights, can the police legitimately enter."

Tandalea Harney (junior)—"Yes, they are violating our rights. It is not their responsibility to supervise and monitor a party, it is the parents' responsibility."

Nikki Collier (freshman)—"The police are taking advantage. If it is your party and it is at your house, they have no right to come in. They can't really assume anything unless they have concrete proof."



SHAKERITE ARTWORK BY RICK SMITH

Affirmative action: Poor solution to serious problem

BY AUSTIN RATNER
Opinion Editor

Class disparities in wealth and opportunity have always accompanied the capitalistic system, and a long history of discrimination in the U.S. has crippled many minorities and left them with tremendous handicaps in achieving a level equal to the majority.

Prior social conceptions of inequality of minorities, particularly blacks and women, have denied these groups privileges necessary for professional success. Socioeconomic disadvantages have been imposed all the way up to the civil rights movement of the 1960's. This disadvantage has remained with the minorities.

Indeed there still exists a serious problem when whites are on the average twice as wealthy as blacks.

Affirmative action, however, is a very poor solution. The program was initially intended to counter wide-spread prejudice and discrimination on the part of the employer. However, in solely countering prejudice, there is no redress or

resolution of the minorities' socioeconomic inequality and continuing deprivation.

Affirmative action denies the privileges of others (members of majority groups) on the basis of their ethnic identity. This is a contradiction of the vital value of equal opportunity for all.

Also, such programs would weaken the professional work-force and lessen the quality of subject institutions by introducing under-qualified employees or students.

This is why large-scale social reform is the answer. Because the problem of unequal opportunity sprouts directly from a socioeconomic disparity, which cannot be reversed by those who suffer from it, the solution must remedy this situation in order to create true equal opportunity. Affirmative action serves only to counter individual cases of discrimination. It does not attack the problem at its root: a socioeconomic disadvantage which is inevitably transferred from generation to generation.

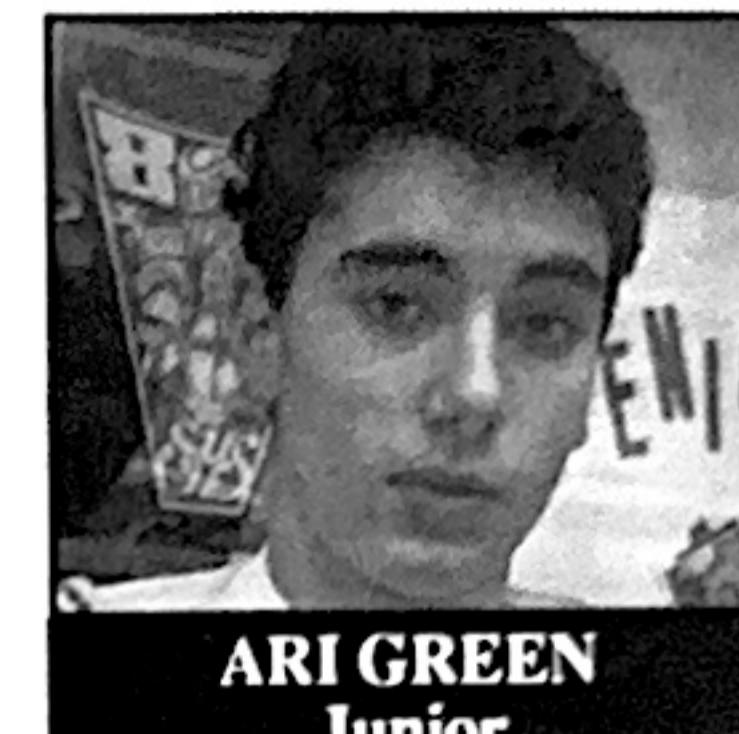
Education is the best means of reform. It is the institutional control over the individual, shaping his thought and providing him with the re-

sources for functioning in society. Equality must start with equal education. If all education were compulsory and governmentally subsidized, and provided an atmosphere conducive to reform, achievement, and learning, all would then have an equal chance of succeeding professionally, regardless of socioeconomic background.

Such educational reform would begin at a very young age and would remain compulsory until the college level. The government would also subsidize college education. Only with such a system could all truly be on the same ground. When discrimination by employers is evident, only then in specific cases, should there be limitation of employment and a countering of individual prejudice.

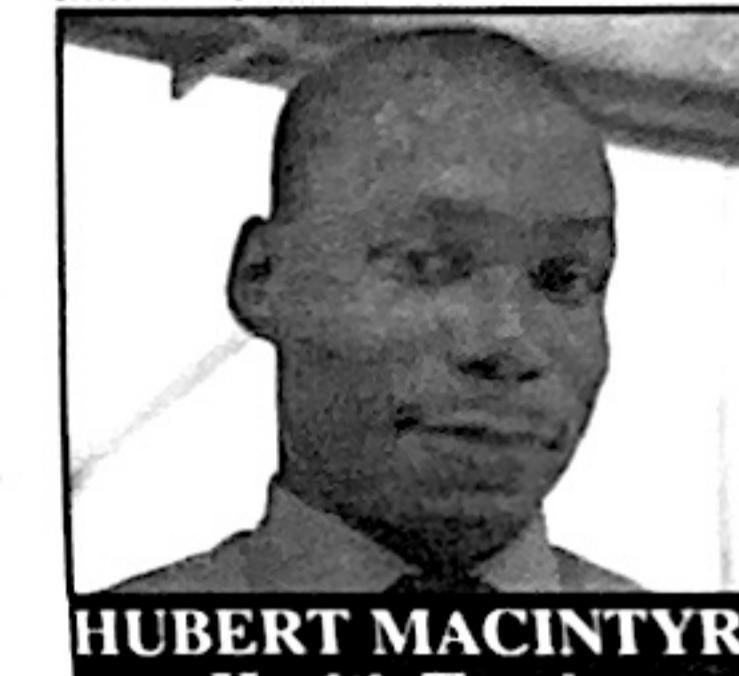
It is the government's responsibility to provide for the welfare of all, and affirmative action only serves to deny some their deserved privileges and does not help previously abused minorities achieve real equality. Compulsory, governmentally subsidized education on a national basis is the only real solution for achieving true equal opportunity.

Quotes on Affirmative Action



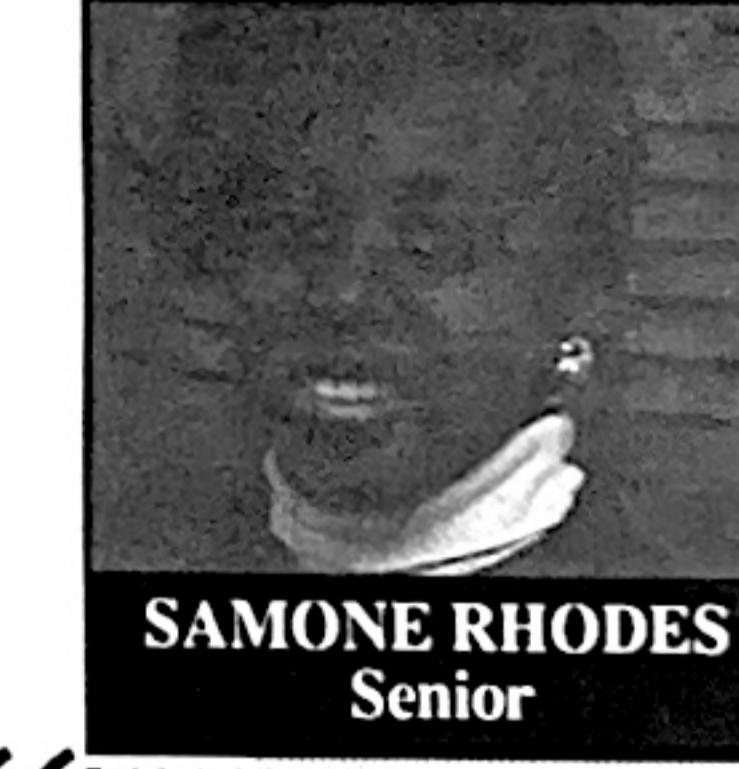
ARI GREEN
Junior

"I don't think affirmative action in its present form works. It doesn't supply the motivation for minority students and excludes more qualified students. It's reverse racism. To get rid of racism you can't force it on people in an economic or political sense. It's got to be a change in social mindsets."



HUBERT MACINTYRE
Health Teacher

"I don't think there's anything wrong with affirmative action. It provides opportunities. A lot of people need opportunities, but it's unfortunate that opportunities are based on one's race, religion or one's sex. If a woman wants to coach the Cavaliers, that's fine. But I don't want a woman just standing there. I want her to know something about basketball. Only sincere affirmative action programs can flourish. It can't be just a band-aid thing."



SAMONE RHODES
Senior

"I think it's necessary. If two candidates are equal, and one is a minority and one is not, in a business where there are few minorities, then the minority should be hired."



JANICE MATTEUCCI
Theatre Department

"I think it's necessary that we find the right people for the right jobs. The solution to discrimination should be a revised affirmative action. Right now, in its present form, it's working against everyone. It puts some people in positions they're not equipped for."

Affirmative action: the name for any program implemented for redress of past discrimination against minorities. Such state and federal programs often force companies and universities to employ or enroll minimum numbers of minorities. Criticized as "reverse racism," it has become a highly controversial issue.

Imbalances in opportunity require programs for compensation

BY STEPHEN LEE
Staff Reporter

Although former President Ronald Reagan has been reduced to civilian status, his influence continues to thrive in the U.S. Supreme Court. In a 6-3 decision (all three Reagan appointees siding with the majority), the High Court has recently overturned a Richmond, Virginia law guaranteeing minority firms a 30 percent share of the city's reconstruction business.

This ruling will surely be a severe blow to affirmative action programs throughout the country, possibly affecting similar programs in 36 states and almost 300 localities. It could also become a precedent upon which other affirmative action programs in housing, education, and employment will become void.

The United States has always proclaimed freedom and equality for all, regardless of race, sex, or religion. Yet past discrimination against various minority groups seems to indicate that we have not always practiced what we are preach-

ing.

However, we are now living in an age where greater emphasis is being placed on civil rights. Ideally a "color-blind" society would provide equal opportunity for all people. But, in order to reach this goal, the effects of past discrimination must be remedied, and the best remedy can be found in affirmative action. Affirmative action, through the use of quotas, goals, set-asides, or just plain non-discrimination policies, is clearly necessary in order to promote disadvantaged minorities to a level where they can compete fairly with the rest of society.

These minorities have been virtually excluded from commerce in the past, allowing the white majority to create a monopoly in almost every facet of the workforce. Lacking a firm base to begin with, minorities learn at an early age that they have been given a socially and economically inferior position by the white majority. This attitude affects educational performance, as minorities may feel less is expected of them.

The social and economic situation of mi-

norities has been compared to the caboose on a train—no matter how fast it goes, it will always remain at the back, unless certain measures are taken to rearrange the cars. Affirmative action, then, can be considered then the measure necessary to "rearrange" the position of the minorities in the United States.

Admittedly, affirmative action does have its consequences. Reverse discrimination against the white majority is the most often cited. Of course, one must realize that affirmative action is only a temporary measure. Once these minorities have reached the position they deserve, affirmative action will no longer be necessary, since a strong enough base will have been created to allow them to compete on their own.

But until that time, affirmative action will be needed to create a balance between the minority and the majority groups. And although some temporary consequences will inevitably be felt, they will be heavily outweighed by the tremendous social good which will result from these programs.

INTEGRATION

'I have a dream'

BY SUSAN CONNELLY AND SARAH DAVIS
Staff Reporter Centerpiece Editor

"... one hundred years later, the Negro is still not free; one hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination."

— Martin Luther King Jr., before the Lincoln Memorial, Aug. 28, 1963

One hundred years after the Civil War, many Americans still condoned segregation in public buildings, in cities and in schools. The right to move in. The first blacks to move into Shaker included the family of Beverly Mason, current registrar and director of human relations for the school system. Mason said that there was no real conflict about her moving into the community in 1955.

"Many people didn't like it," Mason said, "but many people thought we had the right to [move in]."

According to the Cleveland Edition, a local weekly, black families continued to move into the community. By 1970, Moreland Elementary School became 98 percent black, according to Shaker homeowner Mary White whose children attended Moreland.

Voluntary integration. In 1970, the Supreme Court ordered the mandatory busing of students in Charlotte, North Carolina, rejecting the principle of "separate but equal." School districts were rearranged so that public schools no longer contained students of all one race.

While courts ordered other cities to bus students, Shaker began a voluntary busing program in 1970. Shaker's program received national attention because it reflected the desire of the citizens. However, as social studies teacher Larry Lisak noted, this may not have been the only reason that the community developed the program.

"I used to hear a lot of people say, 'If we do it ourselves we'll control it; if we wait they'll do it,'" Lisak said. "No one ever dreamed that the black presence in Shaker would remotely approach [numerical] equality."

However, many people agree that the project was a good idea and quite successful. Push-Excel counselor Mary Lynne McGovern's three children rode a bus from the Fenway district to Moreland school. Her oldest son was the only white male in his first grade class.

"It was an opportunity that was really special," McGovern said. "It allowed an integrated experience without preconceived notions of blacks."

McGovern said that her children retained their Moreland friends through high school, though things changed when they entered junior high.

"In the seventh grade the rude awakening came. Kids started grouping according to black and white. They experienced separation of the races for the first time," she said.

Although the voluntary busing program was a start, it did not completely eliminate racial segregation in the schools. Moreland, for example, was still 70 percent black, while Fenway remained mostly white.

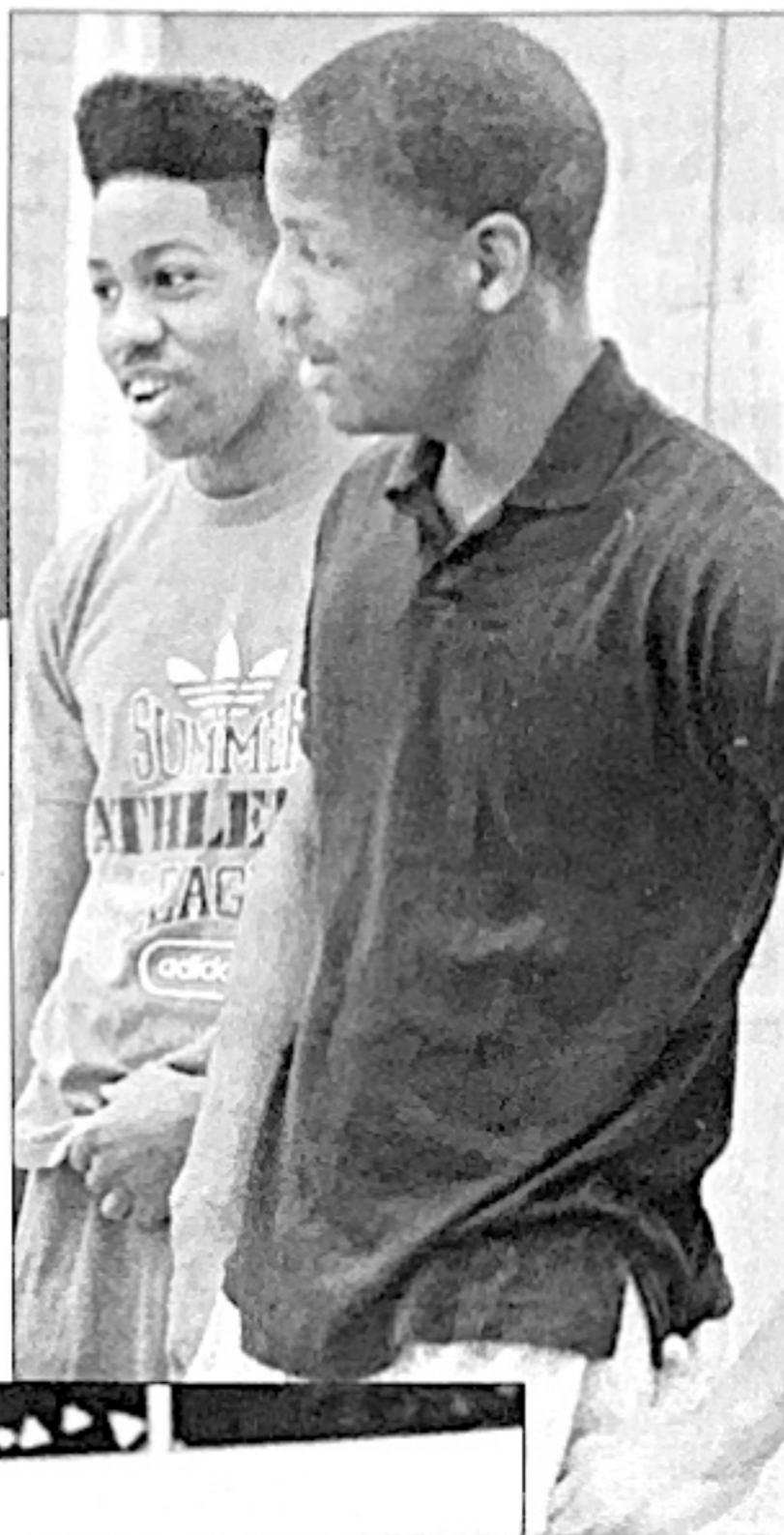
Marching ahead. One of the advantages of the reorganization proposal made in 1984 was that it promoted Shaker's integration policy. The school board proposed a reorganization of the schools, closing one junior high and four elementary schools. According to the district's 1987 report explaining integration, reorganization saves money, since declining enrollment necessitates fewer classrooms. Plus, busing can be used to insure racial balance in each elementary school.

"Reorganization created schools that are well integrated. The community worked hard to create equal opportunity education for all students," Mason said.

During black history month, we remember King's words at the Lincoln Memorial: "We must make the pledge that we shall always march ahead. We cannot turn back."



IN THE EGRESS, TOO RIGH? Sophomore Joe Dawson and Michael Moore spend a free period in the egress. **WHAT'S UP?** center: Juniors Peter Manner, Caleb Franklin, Tony Coleman, Julius Hanna and Dennis Byron greet each other. **HELPING HANDS.** Bottom left: Seniors Danni Brown and Rachel Gaynor support one another during January's bloodmobile. **PHOTO BY DALE WEINER**



"To force integration is like trying to mix oil with water. African-Americans and Euro-Americans will not get along better until the African-American knows about his own culture. Before you enter a relationship you have to know about yourself before you can begin to get to know about someone else."

—ERIC MUMFORD

'Free at last'?

BY PHILLIP TURNER AND SARAH DAVIS
Staff Reporter Centerpiece Editor

"Just look at the cafeteria. One side is all white people and the other side is all black," said sophomore Anita Auster.

Desegregation, polarization. Is this where Shaker is headed?

According to district statistics, the percentages of blacks and whites are nearly equal. The racial composition of the district is 49 percent white, 47 percent black and 4 percent other minorities. At the high school the racial breakdown is 51 percent black, 46 percent white and 3 percent other minorities.

Trend towards polarization. Though Shaker's voluntary busing program and reorganization of schools have been sighted as exceptional integration programs, some perceive a trend towards polarization. As proof, social studies teacher Larry Lisak points to the voluntary racial separation of students in the cafeteria and hallway of Shaker.

"I walk down that hallway [in front of the library] and I perceive that even though teachers are present regardless of race, the physical presence would make me think otherwise," Lisak said. "You can call it being with friends, but clustering seems like a resegregation pattern."

Counselor Jeffrey Lewis points out that though the school system has provided an opportunity for integration, certain aspects still promote segregation.

"Shaker has given the opportunity for integration just by the sheer number of [black and white] students," Lewis said. "Even though we are integrated by numbers, I still see a lot of segregation in the area of leveling."

Last April, the Shakente reported that the make-up of many high school classes does not reflect the numerical equality of the races.

Superintendent Mark Freeman points out that even though there is much to be done, one should not lose sight of what has been accomplished. Freeman said that compared to the nation's school systems, Shaker is exemplary in many areas of race relations.

Foreign language teacher Edna Duffy agrees with Freeman. She is one of the main sponsors of Shaker's Martin Luther King Day Celebration.

"Shaker has done more than any other school system in, number one, integration, and number two, maintaining integration," Duffy said.

Students claim that Principal Jack Rumbaugh informed many clubs and activities that they must achieve a level of integration in order to represent Shaker. For example, the pom squad, according to junior Tiffany Rush, was told last May that there had to be a certain amount of integration on the team. The cheerleaders were told the same thing, said junior Cathy Vaughn. Four whites joined, but only Vaughn remains on the team.

"I would like to think that I would have made it anyway," Vaughn said, "but being white had something to do with it."

Oil and water. Some students feel that there is not much to be done about integration, because you cannot force people to do something unless they want to do it.

"To force integration is like trying to mix oil with water," senior Eric Mumford said. "African-Americans and Euro-Americans will not get along better until the African-American knows about his own culture. Before you enter a relationship you have to know about yourself before you can begin to get to know about someone else."

Freshman Suzanne McElroy cites the interaction between the races as a reality of integration.

"Yes, Shaker is integrated," McElroy said. "There are integrated couples—race is not a factor."

SGORR (Student Group on Race Relations) is based on the belief that race relations is an issue. The group visits the sixth grade on three different days each year to discuss human relations, including race relations. This program, in its eighth year, acts upon the principle that the earlier people are exposed to open-minded attitudes, the more likely they will be to keep these attitudes when they grow up.

Core leader sophomore Rachel Billowitz said, "It is not just race relations, it is human relations. It is people getting along together, and that is what it is all about."

A school is often called a reflection of its community. For math teacher Anthony Smith this statement is true of Shaker.

"I think a part of the sickness in this community is that we are uncomfortable," Smith said. "We want integration but we do not grasp it."

—REPORTING CONTRIBUTED BY JAMIE EDWARDS, STAFF REPORTER—

Reggae's beat pulsates

BY JOSH LEVY
Front Page Editor

"Reggae's a description of the beat itself. It's just a fun, joke kinda word that means the ragged rhythm feelin'. If it's got a greater meanin', it doesn't matter," said Hux Brown, lead guitarist on Paul Simon's 1972 reggae hit "Mother and Child Reunion."

Junior Jeff Hilkert believes Brown's explanation of the word, reggae, fits the way he feels about the music.

"I really like the beat. When I listen to it, it makes me feel happy. It's just wonderful music," Hilkert said.

Many of the lyrics in reggae music praise Jah, a shortened form of Jehovah, and speak of other religious rituals. One ritual commonly sung about in reggae is ganja, otherwise known as marijuana.

"The Rastafarians are supposed to smoke ganja," freshman Simon Waldbaum said. "It's just like a Jew wearing a yarmulke."

The Rastafarians smoke ganja so that they may supposedly reach Jah in their drugged state. Hilkert said however, that he is thoroughly against people stereotyping reggae as being "drug-related music."

In fact, reggae existed before Rastafarianism. The term reggae was not coined until Toots and the Maytals' 1968 hit "Do the Reggay." In the 1920s, the dominant music in Jamaica was Calypso. Ska, another type of music slower than reggae, then emerged in 1956. Upbeat American music invaded Jamaica, and hence, rock steady, a faster form of ska and jazz, took the Jamaican music scene in 1966.

"People like I, we love James Brown an' love your funky stuffs, an' we dig into dat American bag," reggae legend Robert Nesta Marley said. "We didn't wan' ta stand around playin' dat



SHAKERITE ARTWORK BY COLEMAN BURDITT

slower ska beat anymore. De young musicians, deh had a different beat—dis was rock steady now! Eager ta go! Du-du-du-du... Rock steady goin' t'rough!"

Rock steady eventually evolved into reggae, and Marley was its master. His group, Bob Marley and the Wailers, sang of the oppression in the Jamaican ghettos and other Jamaican social issues. Marley, as well as other reggae groups, wrote about Third World strife, Rastafarianism and Jamaican and African folklore. Much of the new reggae bands, such as Ziggy Marley and the Melody Makers, present lyrics with virtually no meaning.

As reggae lyrics are diverse, so is its music. Original reggae, known as "Roots," was the style of

reggae Bob Marley sang. Maxi Priest and David "Ziggy" Marley sing a faster type of reggae called "Rub-a-dub." Bands, such as Third World, play their reggae to a jazz beat. Sly Dunbar and Robbie Shakespeare's reggae is sung to a rap beat. In fact, rap originated from reggae in London by groups like Michigan and Smiley.

Due to the differing styles and lyrics, reggae attracts a variety of people.

"There are all kinds of people at a reggae concert—blacks, whites, mixed," Waldbaum said. "Everyone is up and dancing. It's a special feeling."

While there is a great deal of diversity in reggae, Waldbaum said that the bass guitar is prevalent as well as dominant in reggae. He added that in the "Rub-a-dub" style, more drums are emphasized.

Whether it is the strum of the one-string quiver of the bass guitar or the beat of the Jamaican steel drum, students are becoming more and more addicted to the reggae beat.

As Hilkert said, "If I could, I'd grow dreadlocks."



Here's a story, Brady fans

BY RANDI SCHMELZER
Staff Reporter

Stick your nose in the air and inform us that "Ghandi" was on pay TV. Or maybe that was the night your cat was being neutered. Deny it all you want, but everyone knows you were at home watching "A Very Brady Christmas."

I was compelled to think that it would be a lame excuse for a holiday special from the start because there were no Dolly Madison commercials, and Bruce Springsteen didn't do the soundtrack. But, apparently, I was wrong. In fact, Dirk Van Debunt, the gentleman in charge of Brady business affairs at Paramount said, "'A Very Brady Christmas' was the highest rated TV movie for CBS this year." I wish I could recall a couple of the less appreciated ones.

It was a simple plot, elongated to more than two hours with mandatory advertisements for detergents and diapers. Marcia's husband, Wally, lost his job, Jan had marital problems and Mike found himself trapped in a collapsed building during Christmas dinner. Throughout all this, Carol sang a lovely rendition of "Come All Ye Faithful." That's what you get when you let a guy named Wally marry into the family. Then there's the real excitement when Bobby announces over the greenbean casserole that he had dropped out of graduate school a year ago to become a racecar driver. He never wanted to hurt the family unit by letting them know, of course.

Happily, Alice's radiant, beaming face was back, also. And she was wearing the same little blue and white apron suit, plus an extra fifty pounds and a head of gray hairs. Whoever filmed AVBC must have been a highly gifted talent, because he had Sam dressed up as Santa. Not even the discriminating audience member could tell it wasn't the original actor portraying that lovable meatmonger. Alice made a number of lustful innuendos, such as "Next to you, everyone is just chopped liver," and these quips presented her in a light almost as appetizing as last week's hot dog filler.

Carol was surrounded by an awfully seductive aura, as well,

with lines like, "Since I don't have to go to business today, and you don't have to go to business, let's make our own business."

What is this, innocent Brady mother by day, Hollywood hooker at night?

The kids said horribly witty things like "thought we heard one of Alice's pies being sliced," and then bust out with the milk and whipped cream. But the film's definite highlight for me was this classic interaction:

Carol: "Cindy, get the ladle. You know where it is. Remember how she used to love to stir the eggnog?"

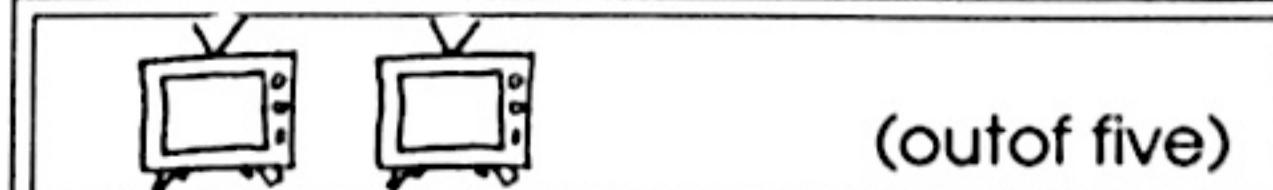
Cindy: "Yup, that's my idea of a good time"

This segment made me wonder exactly what her idea of a good time really was. For the past few years, Cindy rumors have spread rampantly throughout the community, and yes, even the nation. It has been said that she died of a cocaine overdose, or perhaps is employed as a Las Vegas "working girl." One senior confided, "Cindy's existence inspired me to achieve to the best of my ability, but after her appearance on 'Battle of the Network Stars' a few years ago, her life went downhill."

He is currently undergoing Brady deprogramming treatment.

In actuality, the original Cindy, Susan Olson, had to be replaced for the special. Reported Van Debunt, "Susan was on her honeymoon, and we just couldn't prolong the shooting schedule." That's certainly comforting news. No wonder she hasn't made a cameo appearance on "ALF" yet this season.

Alright, so maybe "A Very Brady Christmas" was a little disappointing. The ever-faithful dog, Tiger, was nowhere to be found, the kids have all had their first kisses, there were no wrecked convertibles, no Davy Jones guest spots and no one caught the measles. But you have to give them all a bit of fashion credit. They looked 100 percent more attractive minus those groovy bell-bottomed pants.



(out of five)



'Mississippi Burning' fires up crowd

BY AMY ROSEWATER
Editor-in-Chief

"Stop!"

A little voice within me shouted.

"Stop the violence, the hatred, the racism!"

The shouts were a result of seeing the movie, "Mississippi Burning," which is loosely based on the murders of three civil rights workers in Philadelphia, Mississippi, in 1964. It is a movie which makes another recent, graphic film about the Klan, "Betrayed," look like a Disney family movie.

And some complained about "Bambi."

The movie, although criticized by some as more fiction than fact, accurately portrays the wide spread racial tension and KKK violence in the South during this time—the church bombings, blacks being thrown violently out of cars onto the dirt road and true to its title, the burnings of homes owned by blacks.

I spent most of my time in the movie theater peering through the small cracks formed by my hands crisscrossed across my eyes. The movie is that violent, that horrific. It made me, for the first time, feel troubled about being an American.

"Mississippi Burning" must have affected the rest of the audience the same way. The crowd began to cheer for the FBI agents who finally took serious action against the white-hooded Klansmen. Some critics, however, feel that the movie improperly glorified the FBI.

"It reminded me of Rambo meets the Klan," said former Georgia State Representative Julian Bond on ABC's Nightline.

Chicago Tribune columnist Mike Royko addressed this issue in one column last month.

"It is a fact that making movies is a business. And documentaries are not good business," wrote Royko. "You don't go to a movie expecting to see and hear facts. The best you can hope for is a sense of reality and that's what 'Mississippi Burning' provides."

In its quest to find the bodies of the civil rights workers, the FBI set up camp in the small Southern town soon after the killings. As an FBI worker named "Ward" on this case, actor Willem DaFoe learns the problems of dealing with traditional FBI tactics in cracking a case. Ward, for example, sends hundreds of National Guardsmen to a swamp where he thinks the missing civil rights workers' bodies are. When they are unsuccessful in finding the bodies, Ward has to think again.

Ward finds help through a former Mississippi sheriff and now FBI agent named Anderson, played by actor Gene Hackman. Anderson wants to solve the case by using more violent methods. In one scene, Anderson is in a barbershop. He switches places with the barber who is shaving the beard of one of the town's leaders, a Klansman. The scene is bloody, but his methods do the job.

The twosome crack the case by paying an informant \$30,000. The informant is one of the Klansmen's wives and becomes romantically involved with Anderson. Later, she pays her own price for providing information with a brutal beating and hospitalization when her bigoted husband discovers her actions.

The only problem with the movie is that the main characters are white and the only times blacks are featured are in the backseats of cars, in the background during protests and fleeing from burning homes. Despite this problem and critics' remarks concerning the movie's historical basis, Hackman's performance is Oscar-deserving and the movie will probably be Oscar-winning. DaFoe's performance is certainly above average but not comparable to Hackman's.

At one point, Anderson jokes, "What has four eyes and can't see?" The answer is "Mississippi."

Perhaps it is no longer blind.

SKELETONS FROM THE CLOSET:



SHAKERITE ARTWORK BY RICK SMITH

'The ultimate crossover'.

BY CARYN MARKUS
Feature Editor

When Prince Charles, heir to the throne of England, met singer Tina Turner three years ago, he did not compliment her on her performance or her music. Instead he told her she had great legs. Whether or not this is simply a known fact, Essence magazine believed this scenario to be much more.

"Tina Turner, once the baddest mammajamma on the chitlin' circuit, former low-down southern-fried sleaze queen, publicly attracted the sexual admiration of the standard bearer of White Anglo-Saxon Protestantism? Something curious is definitely going on in the world. Crossover music, crossover films. And now the ultimate crossover...," the April issue in 1987 declared.

This scenario is not merely a fad either. In fact, according to the 1988 March Newsweek, interracial marriages have more than doubled since 1966 when Martin Luther King was demonstrating for civil rights. And what usually precedes marriage? — dating.

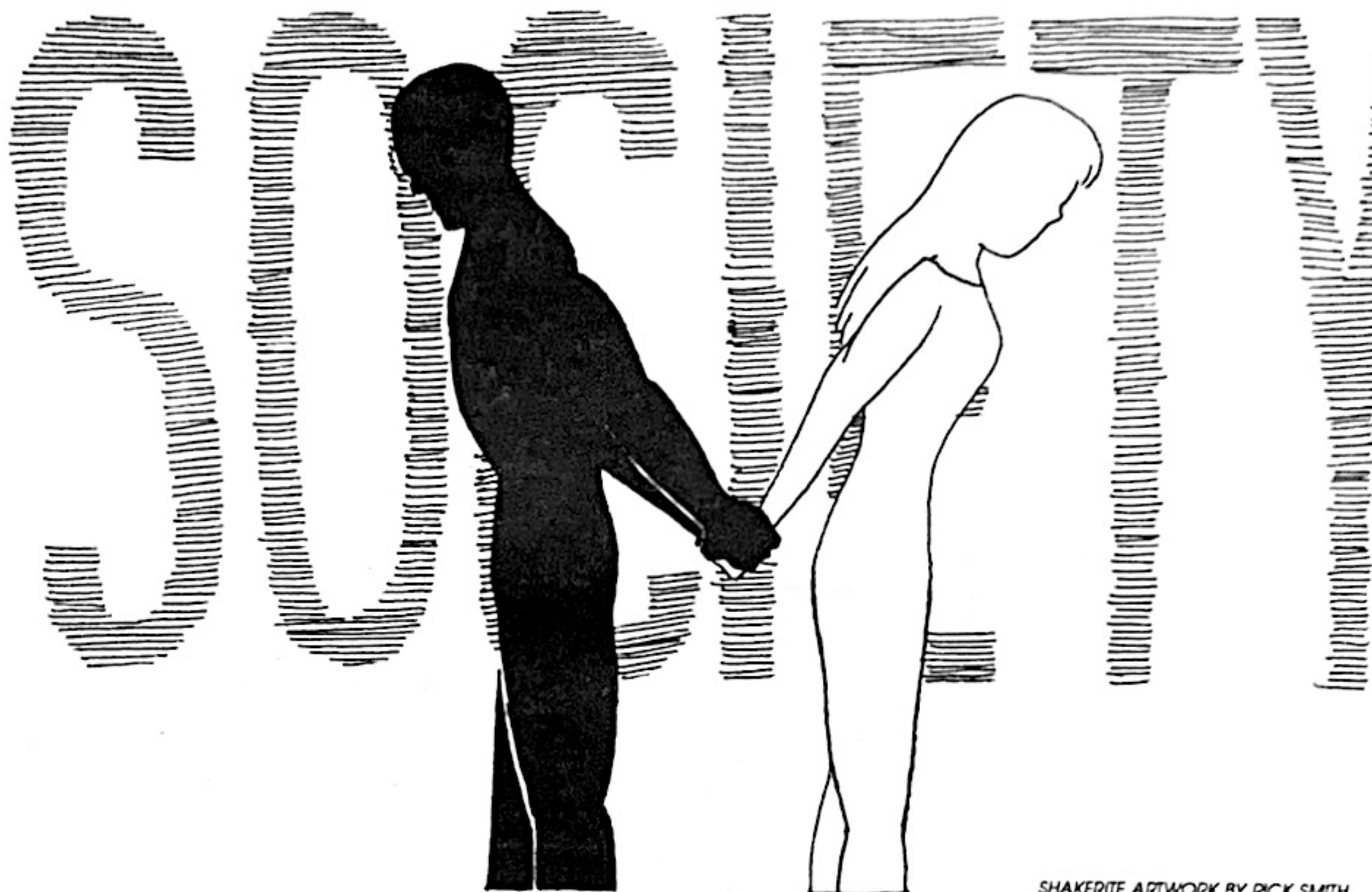
Interracial romance is certainly not new, but it is becoming more common and more apparent Newsweek said. Thus there is more of a need to address the subject. The media has already responded to this need. Interracial romance has always been a novelty. And it is a novelty that television has had a difficult time adjusting to. Rarely has the medium explored the topic. Recently, though, the subject has come out of whispered conversations and is now a topic that small screen has decided to deal with. The daytime drama "General Hospital" announced in February of 1988 that it would have an interracial marriage incorporated into the show's main story line. Recently, however, it seems this situation but in a humorous manner.

"It seems that when these things were done on shows like 'All In the Family' it was shocking and outrageous," said Chris Lloyd, one of the script writers. "We're mature now, hopefully, and we're not saying anything in the episode that is out of the ordinary."

Interracial relationships are not ordinary though. True, the numbers are increasing, but comparably they are still quite small. Newsweek's poll found that fewer than one-half of one percent of the approximate 51.7 million married couples in the U.S. in 1986 fit into this category. That comes down to only 362,000 men and women. Not a whole lot.

Similarly, only a relatively small percentage of interracial couples can be found at Shaker. And according to all 25 students questioned, it is mostly a relationship between a black male and a white female that is seen. One male senior currently dating a white girl, believes this is because it is usually the guy who pursues a relationship and because of the difference in girls' friends as compared to guys'.

"I think a black girl would catch a lot more flack—a girl has a set group of friends whereas a guy changes friends depending upon his activities. If a guy's friend said something negative about the relationship, it doesn't matter. In most cases we can afford to just not be friends with the person. That's not how it is with girls," he said.



SHAKERITE ARTWORK BY RICK SMITH

couples are still targets of racial slurs, ridicule and taunts—from both blacks and whites." If not actively discriminated against, an interracial couple often receives raised eyebrows or questioning glances.

"Our society just isn't ready to handle it," said senior Rosie Mendes. "When you see a mixed couple you don't do it purposely, but often you just wind up staring. Unlike a couple with mixed religions, races are very apparent."

Another problem for some interracial couples still in school is their parents.

"I know a couple that had to break up just because her mom found out she was dating a black guy," said senior Angela Miller.

Many of the students interviewed know about their interracial relationships.

"My parents knew. They didn't like it or agree with it, but they felt I had the right to my own decisions," explained one junior. "The rest of my family—my grandparents, aunts, uncles... don't know though. They'd have a heart attack if they did."

"It's simple," said another anonymous sophomore. "I'd be disowned if my mother found out."

Certainly, interracial dating is not all problems. Obviously many students feel the relationship is worth the possible parental risks or raised eyebrows. And everyone interviewed felt that for the most part, there was not that big of a difference between interracial relationships and single-raced ones, especially in terms of its success.

"It's all up to the individual couples," junior Anna Barris explained.

Unfortunately, many people do foresee interracial couples as having a difficult time. Joyce Ladner, a sociologist with Howard University's School of Social Work is not optimistic when thinking of society's reaction to mixed couples.

"Race is still a fundamental problem and I can not foresee a time in the future when interracial couples—dating or married—or their children, will be totally accepted by our society."



Kids having kids, but could school help?

BY LINDSEY KLINE
Staff Reporter

According to recent statistics over 10,000 girls in the U.S. have children by the time they are 15 years old. Over 400,000 of these girls have children between the ages of 15 and 19. One out of every 11 teenage girls become pregnant. These teens will become pregnant before their 18th birthdays, according to 1985 statistics in the World Almanac.

While some think that Shaker is immune from this problem, the situation of "children with children" exists at Shaker, teachers and students said.

Currently, there are about 10 students with children at Shaker, according to child development teacher Carol Bartlett. These children have enormous pressure dealing with their new responsibilities, not to mention the pressures of school itself. Many of them could use a helping hand, said an article in Time last March.

"Being a mom is not easy and we need some help," said senior Lynda Huff, who has a two-year-old daughter.

According to some students and teachers, having a day care center would be helpful to students with children and also to teachers with children.

"It would help a lot in terms of keeping kids in school," said Bartlett. "I would like to see [a day care center] here."

According to Principal Jack Rumbaugh, Shaker's drop out

rate is less than one percent, and therefore, he feels that there is no need for a day care center at Shaker.

However, other teachers and teenage mothers feel that having a day care center at Shaker would help kids reduce absences.

"Having a day care center would be good for kids whose parents don't stand behind them or who can't afford a baby sitter. It would be a lot easier and kids wouldn't have to miss as much school," said senior Deanna McTier who has a six month old daughter.

According to some teachers and students, having a day care center at Shaker would also make the bond between a parent and child grow stronger. The mothers can visit their children, and they can still go to work or attend school.

"After I had the baby, I wanted to stay home and play with her so badly," said Huff. "You love your kids and you want your kids to see you."

"Whenever you can have your child close to you, it's always better," said foreign language teacher Renee Griffin who has a small child at home. Griffin's son spends his days with his grandparents.

One concern of some teachers and students is that to some students, seeing the children in the day care center might glamorize the idea of having babies and therefore encourage it.

"Seeing the cute kids roaming around might make it seem like fun and not work. That's why I think we should have [a day care center] in a separate building such as Woodbury or wherever they have room," said freshman Debra Mayers.

Superintendent Mark Freeman feels differently.

"I don't think it would create more teenage pregnancies. Most people who become pregnant aren't thinking of child care," he said.

According to Rumbaugh and Freeman, there would be some obstacles in creating a day care center at Shaker.

"It would be difficult to get the voters to endorse [a day care center]. There are some technical problems with it," said Freeman. He added that a good day care center would cost about \$6000 to \$7000 per child.

Many teachers and teenagers with children said that if Shaker could acquire a day care center, they would be willing to contribute time, toys and money.

"It's a definite interest among the staff as long as it's well run," said Griffin.

Although Shaker does not have a day care center currently, other nearby school systems do. The Parma School System has a day care center for their students, and the Cleveland Heights School System has a program called "GRADS," which helps teenage mothers and fathers cope with their children.

'Parents just don't understand'

BY MARSHALL LEVIN
Staff Reporter

Homes, that flick was fresh! The dude was like shootin' at the cop and like he said "bang" and his head blew up and whatnot.

Excuse me, but is this the language I have been forced to learn and excel in, compliments of "Building English Skills" for the past eight years or so? I don't think so. Everyone knows that kids have their own personal language, but perhaps we could use something like our treasured grammar textbook to help clarify a few vocabulary expressions from time to time.

"Sometimes I wish I had a slang/English dictionary," said freshman Ethan McCarty.

Students, however, are not wholly responsible for the confusion of language. The government has long since ceased to say what it means. W.T. Rabe and William Lutz, authors of Quarterly Review of Doublespeak, provide the following terms:

Human kinetics: Formerly called "physical education"

Learning-Resource Center: A library

Predawn vertical insertion: Grenada invasion

Wood interdental stimulator: A toothpick

Normally occurring abnormal occurrence:

A problem that regularly occurs at a



nuclear power plant

Therapeutic misadventure: an operation in which the patient does not survive

Slang consists of grammatically improper constructions. In standard English, every sentence must contain a verb. In Shaker, "slang," a term coined by Elise Hancock of Reserve Alumni Magazine, that is not the case. For example, "You friends with him?" is a perfectly acceptable sentence.

Many English-speaking students find it hard to understand slang. Those who still do not understand may make use of the following English/slang mini dictionary:

ain't (adv.): Used to negate the meaning of the verb. Appropriate in any type of

sentence.

be (vb. intransitive): Slanguage conjugation of "to be": I be, we be, I is...

bite off (vb. transitive): To copy,

plagiarize, photocopy.

chill (vb.): 1. To calm down. Similarly, take a [chill] pill. 2. Hang out.

crack on (vb. transitive): To thoroughly degrade or defame.

def (adj.): Awesome, cool, fresh, live.

See also fresh, live.

dude (n.): Guy, man. Similarly, dudette.

flick (n.): A film, motion picture, movie.

fresh (adj.): Awesome, cool, def, live.

get ill (vb.): To get intoxicated.

go (vb.): To say, verbally indicate. He goes, "Hey dude!"

go off (vb.): To do something extremely awesome, cool, def, fresh or live.

hang out (vb.): To loiter and act cool.

Homes (proper n.): Used to refer to one's friend in a place of a name. Formerly, homeboy.

later (exclamatory): Goodbye, see you. Used to allow time to think of the next statement. Similarly "um," "well."

live (adj.): Awesome, cool, def, fresh.

See also def, fresh.

my bad (exclamatory): Used to express error on the part of the speaker.

Formerly, oops.

not (exclamatory): No, I don't think so.

Formerly, no way, Jose.

posse (n.): Originally a group of deputy sheriffs assembled to apprehend an outlaw. Currently, a group of people hanging out together.

said (vb. transitive): To complete an action indicated by a sound. He said, "pow" — meaning he punched.

scope in (vb.): To locate and engage with a member of the opposite sex.

yo : (exclamatory): Hello.

The way kids communicate will always be unconventional, to say the least. But slang has some teachers concerned.

"If someone started talking to me in slang, I would ask who his English teacher was. Then I would ask him to speak to me in a language I understand," gym instructor Alfonso Quinones said. "We're losing the written language; the spoken language is already destroyed."

Some teachers believe it is essential to discern between a student who chooses to speak in slang and a student who speaks in slang because of a lack of knowledge.

According to social studies teacher Larry Lisak, students speak in slang because it contrasts from formal English. "Kids always try to attract attention. But if they don't know better, then it's not acceptable, they need help."

Although students may favor speaking in "proper usage" of English, to remember the to believe, "Building English Skills" is not simply for pleasure.

Shaker Heights YOUTH CENTER



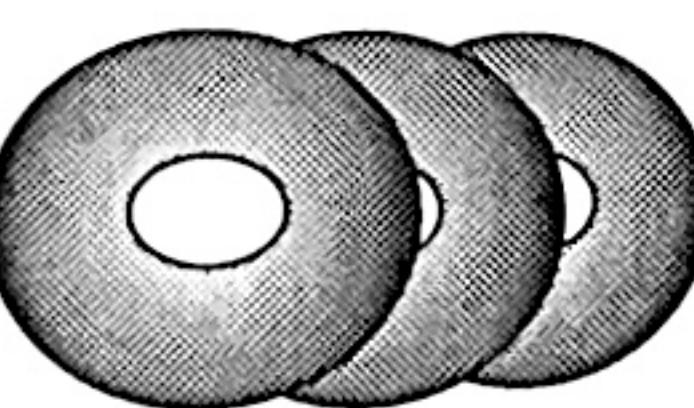
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LADDER TO SUCCESS...

If college is your plan, check out these tips

BY AMY ROSEWATER
Editor-in-Chief

"This is the time to remember, but it will not last forever," singer Billy Joel says. High school is this time—the time to prepare for college, and each year, for about 85 percent of Shaker students, high school is just four years of preparation for college.

"I think that [the guidance department] doesn't prepare you at all for college," said senior Elona Friedlander. "There's not enough of a pre-college conference. There are too many students that [the guidance counselors] don't know anything about. And they're supposed to help me pick a college?"

Friedlander suggested that more individual attention is needed. Although this article does not intend to solve the problem of lack of individual attention, hopefully it can guide students through what is often a confusing and intimidating time.



COLLEGE TESTS:

Guidance department head Jeffrey Lewis recommends that students take the PSAT test in the fall of their junior year. Students have a stronger possibility of improving their scores if they take this test during their sophomore year, he said. Counselor Kenneth Looney said that not all sophomores take the test, but there is "nothing wrong" about taking the PSAT as a sophomore if the student wants to.

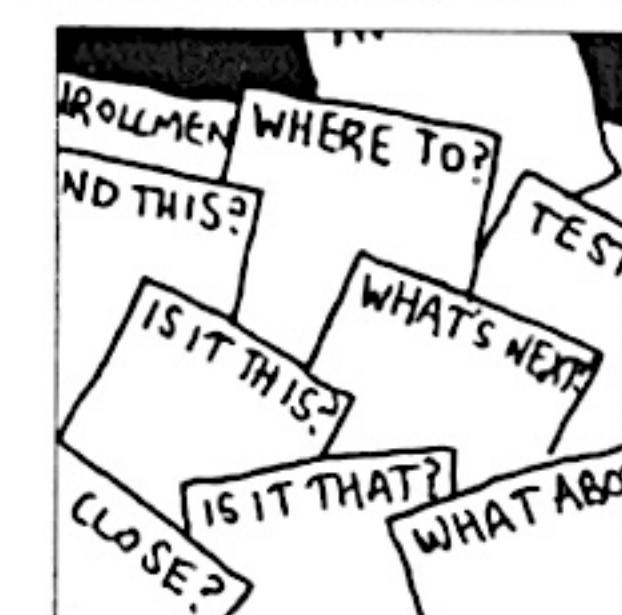
Both of these counselors recommend that juniors take the SAT during the spring of their junior year. This gives students a chance to repeat the test in the fall of their senior year if it is necessary, they said.

Similarly, the ACT should be taken in June when a junior
the counselors and the verbal section on the ACT is considered easier than the verbal section on the SAT, according to Lewis. The

ACT is scored on a scale of 1-35. To get an idea of what a good score is on this test, Miami University of Ohio requires a score of about 22, which Lewis says is a "strong score."

The Achievement tests (ACH) should also be taken in June. Looney said that since juniors are already studying hard for finals, the students will be well prepared for the ACH. Basically, the ACH tests are used for placement once the student is admitted in college, but some competitive schools use them for admission as well.

CHOOSING A COLLEGE:



If a student does not have any idea of where he wants to attend, counselors try to narrow down schools based on the student's interests. One test, the Ohio Interest Survey, helps counselors determine career choices for students.

Counselors said that students need to do research on their own about colleges also. The "What's Next" booklet, a college guide provided by the guidance department, says that some general questions students should ask themselves about college are: "Is it non-sectarian (state or private)? Is there a religious affiliation? What is the total enrollment? Is it near or distant from home?"

This booklet also recommends researching the entrance requirements, financial aid, courses offered and expenses.

Counselors also recommend that students start checking out which college representatives are coming to visit Shaker, in order to get an idea of what different schools are like. The representatives may be admission officers, alumni or other people involved in the admission process.

VISITING THE CAMPUS:

The guidance department says that students should start

visiting campuses as early as spring break of junior year, if the student has a clear idea of what he wants to see. Many students take the college tour during the summer, but Lewis says it is better to visit while the school is in session.

"Talk to the school and set up a tour. Plan an overnight in a dorm, and meet an actual student on campus," Lewis advised.

Last month, 1988 Shaker graduates who are currently at Duke University, Morehouse College, Howard University, Yale University and Slippery Rock formed a college panel and spoke to Shaker students. Mitch Strachan, a member of this college panel and freshman at Duke University, agrees with Looney about talking to students who are enrolled at college.

"The students' point of view is most important. We are the ones who study, party and live in the college setting and we know what it's all about," said Strachan. "Admissions counselors can give you the facts, but we, the students, give you the true feelings."

While on campus, try to set up an interview.

"Be truthful. Learn something about the college, and let them learn something about you," said Looney.

"Honesty is the number one thing," added Lewis. "Colleges are really skilled. They can tell if a student is exaggerating."

"There's a fine line between being cocky and being confident," said Gary Johnson, one of 15 Cleveland alumni interviewers for Georgetown University. "You don't have to overplay your cards."

Johnson also stressed the importance of knowing about the college prior to an interview. He said that once a student told him he wanted to be an engineer. Johnson informed the student that there is no engineering school at Georgetown. Perhaps this student

SHAKERITE ARTWORK BY RICK SMITH

NOTE: This is the first part of a two-part series.



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A tale of two Raiders: Freshman-senior duo light up scoreboard

Fresh talent rocks court

BY BRIAN RESNIK
Staff Reporter

Many freshmen dream of making the varsity basketball team. For Malcolm Sims, that dream came true.

While making the varsity team was exciting for Sims, it came as no surprise.

"I knew last year that I would make the team," he said.

Sims' brother, sophomore Jamal Sims, said that Malcolm spends most of his free time playing basketball outside, so he thought he had a strong chance at making the team. Jamal plays for the junior varsity team.

As a freshman there was some pressure on Malcolm to play well, but that has worn off, according to Malcolm.

Although he is a freshman, Malcolm said that he does not feel like one playing varsity ball.

"Playing with Dereck [White] and Vada [Burnett] makes me feel averages 7.9 rebounds a game. Photo by Evan Weinstein."



CRASING THE BOARDS

He also said that most of his opponents are the same size as him, so

there was no intimidation. Malcolm measures in at 6 feet 3 inches.

Malcolm is a stand-out player now and can only get better in the next three years, according to head basketball coach, Bob Wonson. So far this year Malcolm has averaged 12.7 points, 7.9 rebounds and 2.5 assists per game.

"Malcolm Sims is one of the premier players right now... he has tremendous potential for improvement," said Wonson.

Malcolm's opponents sometimes underestimate him because of his age, but that doesn't seem to bother him.

"It helps me because I can get respect for the future," he said.

Malcolm's most recent accomplishment was helping to lead Shaker to their second consecutive LEL title. The team had a record of 10-0 within the conference.

Looking toward like to be able to play basketball, but has other priorities. He said that right now, he just has to worry about keeping his grades up.

He also said that most of his opponents are the same size as him, so

Burnett scorches opposition

BY BRIAN RESNIK
Staff Reporter

The Cleveland Cavaliers have Mark Price. The Chicago Bulls have Michael Jordan. The Shaker Heights Red Raiders have senior Vada Burnett.

Price, Jordon and Burnett have two things in common. One thing is that they are all point guards for highly respected basketball teams. A second similarity is that they are all team leaders. A point guard is supposed to be an extension of the coach while on the court and a team leader. According to head basketball coach Bob Wonson, Burnett is very good in both of these aspects.

"He has a great mentality for the game," said Wonson.

Wonson also said that Burnett is a team leader by example. Burnett said that he agrees that he is looked to for leadership by the team.

So far, Burnett has led the Raiders to a 13-1 overall record while going 10-0 within the LEL. They also clinched their second consecutive LEL title.

Before the basketball season began, the Plain Dealer published a list of who they thought were the top players in the city. Their pick for the best player in the Cleveland area was Burnett.

Burnett.

He also said that it came as a surprise to him. Wonson also had very high praise for Burnett.

"I would be shocked if Vada Burnett



PERFECTING FUNDAMENTALS. Senior Vada Burnett trains hard before games. Photo by Mike Modica

was not named M.V.P. (most valuable player) in the LEL," Wonson said.

Burnett agrees that he is among the top players in the city. Wonson had other high praise for Burnett.

"Vada runs the court better than anybody I have ever coached," said Wonson. "Vada Burnett is the premier player in the city."

So far this year, the 6 foot 2 inch point guard has averaged 15.5 points, three rebounds and six assists each game.

Burnett has received a scholarship from Bowling Green State University, where he will go to college next year. Making the transition from a high school star to a college freshman can be difficult, but Burnett is confident.

"I'll have to keep an open mind about it," said Burnett.

He also said that he will work on all around improvement and expects to make the team. Beyond college, he realizes that pro ball is a longshot, so he will look for work.

More recently, Burnett poured in 14 points including two three-pointers in the Raiders' 104-65 romping of Benedictine. He amazed the crowd as always with no-look feeds, behind the back passes and deadly accuracy from the University School Preppers, Burnett drilled home 19 points.

Burnett leads the team into the post-season tournament for the last games of his bright and exciting high school career.

Prop 42 blow to equal opportunity education

the SPORTS COLUMN

SHAKERITE

BY JOHN-PHILLIP NEILL
Sports Editor

Rosa Parks took a stand when she sat in the front of a bus—the section then reserved for "whites only."

Georgetown University's basketball coach John Thompson took a stand of his own recently. He got up from the seat he had been assigned to take for years and walked off the court before a game against Boston College.

Both individuals sparked battles involving civil rights. Rosa Park's demonstration may prove more significant in the course of history, but Thompson made a statement that had to be made. He wanted to make it clear that he and others would not accept the enacting of Proposition 42, a stipulation proposed for 1990 that would have proved discriminatory toward minority kids from lower-income backgrounds. Proposition 42 is nothing more than a desperate attempt to put a clamp on the scandalous activity in the college athletic arena, and its prejudiced nature was overlooked by its creators.

Proposition 48 makes an athlete eligible for a scholarship if he has a 2.0 grade point average in a college preparatory curriculum or a minimum test score of 700 on the SAT's or 15 on ACT's. If a student meets only one of the two standards, he is given the scholarship but can not play his freshman year. Proposition 42 would deny a student-athlete any type of financial aid from the university if he does not meet both of the grading standards.

Several controversial arguments involving discriminating standardized tests were brought to the limelight once again with the Proposition 42 proposal. Thompson and his supporters feel the new standard is a civil rights issue. Although it sets academic standards for all student-athletes, they feel it is designed to keep the poor black out of college. According to Newsweek, 88 percent of all black athletes are on some form of scholarship. Without those scholarships, they would more than likely not attend college and not be given the chance at a higher education. Proposition 42 would make it mandatory for a student to score 700 in order to receive a scholarship. That is only 37 points below the national average for blacks while 239 points below the average for whites, according to Newsweek. Thompson and others feel the test itself is biased against minorities, and should not be used to deny a student with a "C" average or better a scholarship, which is

what Proposition 42 planned to do.

A false assumption is that Proposition 42 is a new minimum requirement for college entrance. It is not that at all; any student-athlete a school shows an interest in but does not meet the testing requirements can just as easily attend the school, only no scholarship is offered. This means those more wealthy student-athletes who did not meet the Proposition 42 requirements could come to the university without a scholarship, while those student-athletes who could not afford the cost of a higher education would be left out in the cold. In simple terms, meet the requirements and you can get a scholarship—but if you don't pass the requirements, you'll have to pay your own way.

Not only does it discriminate student-athletes with lower income backgrounds, but it strongly hints at racism. According to Newsweek, 90 percent of NCAA Division I athletes under the Proposition 48 scholarship stipulation are black. With Proposition 42, 90 percent of those threatened would therefore be black.

There are those who bring up horror stories of student-athletes like Kevin Ross, who went to Creighton College for three years and left functionally illiterate. According to Ross's Lawyer, Daniel Wolff, Ross could not even figure out the score of the game he was playing in. Proposition 42 supporters say Proposition 48 is too soft on

athletes and promotes this type of occurrence.

The heart of this problem does not lie in Proposition 48, but in the American pre-college education system. How did Ross and the many like him make it through over 12 years of schooling without being literate? Let's stop wasting time condemning the colleges who are just trying to stay afloat with insufficient government funding and center our efforts on families who are not supportive of their children's scholastic activity, elementary schools making insufficient efforts to educate and high schools that graduate illiterate students.

A college is a financial institution. It provides a service to students in providing an education, but a prime concern is money. Like it or not, sports teams bring publicity to colleges, and there's nothing better for a team than a super athlete, regardless of his scholastic aptitude. Recruiting a few great athletes is like an investment for a school.

So many colleges think it advantageous for a few student-athletes to slip in with lower-than-average qualifications if they are sure to produce better-than-average results on the playing field. Coaches and recruiters are pressured to cheat the system. A solution to this problem would be a welcome sight, but it must be a remedy which gives all economic backgrounds and races a fair shake.

Flippin' out!

BY SHERI SPITZ
Staff Reporter

The world watched this summer as Greg Louganis, in the process of doing a reverse two and one half pike, cracked the back of his head on the three meter springboard. It often takes this kind of tragic accident for the divers of the world to get the attention of the public.

"[Louganis] gets all this publicity for hitting his head, but no one cares if he does a really hard dive and nails it," said sophomore diver Megan Mayhugh.

The lack of publicity is no different on the high school level. "Sometimes, I will wear my jacket with Shaker Diving on the back and people will say to me, 'I didn't know we had a diving team here,'" said Mayhugh.

Despite its lack of exposure, the diving team is doing very well this year, according to diving coach Jeremy Rosenthal. He

expects three of the four girl divers to make finals (made up of the top 12 divers) at the district competition this year.

Junior diver Stephanie Monnier is currently placed tenth in the district. Mayhugh is placed ninth and junior Heather Vergon is third.

The divers are placed according to their highest score from any meet. Each dive has a degree of difficulty [D.D.]. The highest D.D. possible is 10. After the diver performs a dive, the three judges (in the district competition there are seven judges) give a score according to how well the dive is executed. The highest score possible is 10. The three scores are added together and the sum is multiplied by the D.D.

Each diver does six dives. The first of the six is the required dive. Before the meet, the visiting team picks a slip out of a hat with a designated dive. This dive is required for everyone on the squad, while the remaining five are optionals. Before the meet, each individual diver works out a list of dives that he has worked on.

After the six rounds, the scores for each individual diver are added together to get the diver's total score.

Vergon recently broke the school record of 220.7 with her score of 230.95.

Senior diver Kyle Lathon performs the most difficult dives in the district. Sophomore divers Matt Liegl and Chris Ackerman, newcomers to the team this year, as well as freshman Jennifer Hughes, are doing very well this year according to Rosenthal.

"I have real high hopes for the team this year. We have an excellent crew," said Rosenthal.

A big part of diving is impressing the judges, said Mayhugh.

"Stephanie and I are going to go to a tanning booth next year. [The judges] grade you up for that. You have to look good," she says.

"I'll probably continue diving in college," said Mayhugh. "After all, not a lot of people know what the sport is. Divers don't grow on trees you know."

HOPES PINNED ON TOURNEY

Despite coaches strong attempts to make the team more well-rounded, the wrestlers' 9-3 overall record has been much to the thanks of four outstanding individuals, according to team members.

Seniors John Smith and Josh Nathanson, junior Tony Taylor and freshman Peter Nathanson have all turned in All-LEL caliber performances this year. Smith is 17-1 with 11 pins, Josh is 17-4-1 with nine pins, Taylor is 15-4-1 with 11 pins and Peter is 15-2 with nine pins. All four ~~wrestlers are 5-0 against LEL opponents~~ the winning squad will compete in the LEL Tournament tomorrow. The sectional tournament begins Feb. 17, and the team hopes to qualify some of the standout wrestlers for the state tournament the first weekend of March.

BOLD STROKES

With a 7-1-1 record overall and an undefeated LEL record, the boys' swim team is gearing up for the upcoming district and state meets. Last Friday, the team tied Cleveland Heights 86-86. The 13 member team will sprint to the district meet Feb. 25, and those who make it to states will

Raider swimmers, four wrestlers unbeaten in LEL

SKATERS GLIDE ON

The hockey team hopes to make impressive showings in the last two games of the year, putting a strong finish on an otherwise disappointing average season.

Presently skating with a 6-14 record and a 4-9 mark in the LEL, the squad is shooting to make a respectable, if not victorious, showing against the St. Edward Eagles tomorrow night. St. Edwards is ranked second in the State.

The Raiders, assuming they survive Saturday's battle, will face Cleveland Heights the following night in another home game to finish off the season.

The winter was not entirely plagued by mediocrity for the icers, however. In an almost-too-exciting-to-watch game against St. Ignatius, who at the time was ranked first in the LEL, the Raiders skated to victory. The Raider defense and senior forward Richard Robinson both had great games against the Wildcats, with an iron curtain defense blocking shot after shot while Robinson poured in goal after goal. Robinson scored five by the time the final buzzer sounded, and because of his outstanding effort he was deemed the Plain Dealer's hockey player of the week.

—FROM STAFF REPORTS—

AROUND THE OVAL

SHAKERITE

go to Canton on Mar. 3. The team's only loss this season was to Solon. The soon-to-be shaven team is ready to take on its remaining competitors, Orange and Parma within the next two weeks.

LET THEM EAT WAKE

Triumphing over the LEL is not enough for the girls' swim team. The team also won the Timken and Heights relays and placed fourth at two invitational meets, The Big Eight, held at Solon and the Orange relays. The top eight teams

in the state are invited to compete at these meets. The team has suffered only one loss—to Solon.

The Plain Dealer has ranked several members of this sprinting squad. The 200 medley relay, made up of juniors Jane Schmidt, Stacy Boland, Fran Gambetti and sophomore Kristen Grant is ranked third. Gambetti is also ranked first in the 50 free and the 100 fly. Senior Alayne Gordon is ranked sixth in both 100 and 200 free. The 400 free medley, consisting of sophomore Maggie Manning, junior Stephanie Sexton and seniors Erin Melley and Gordon is ranked third. The team is preparing for its two biggest meets of the season, the district meet at Cleveland State University and the state meet in Canton.

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